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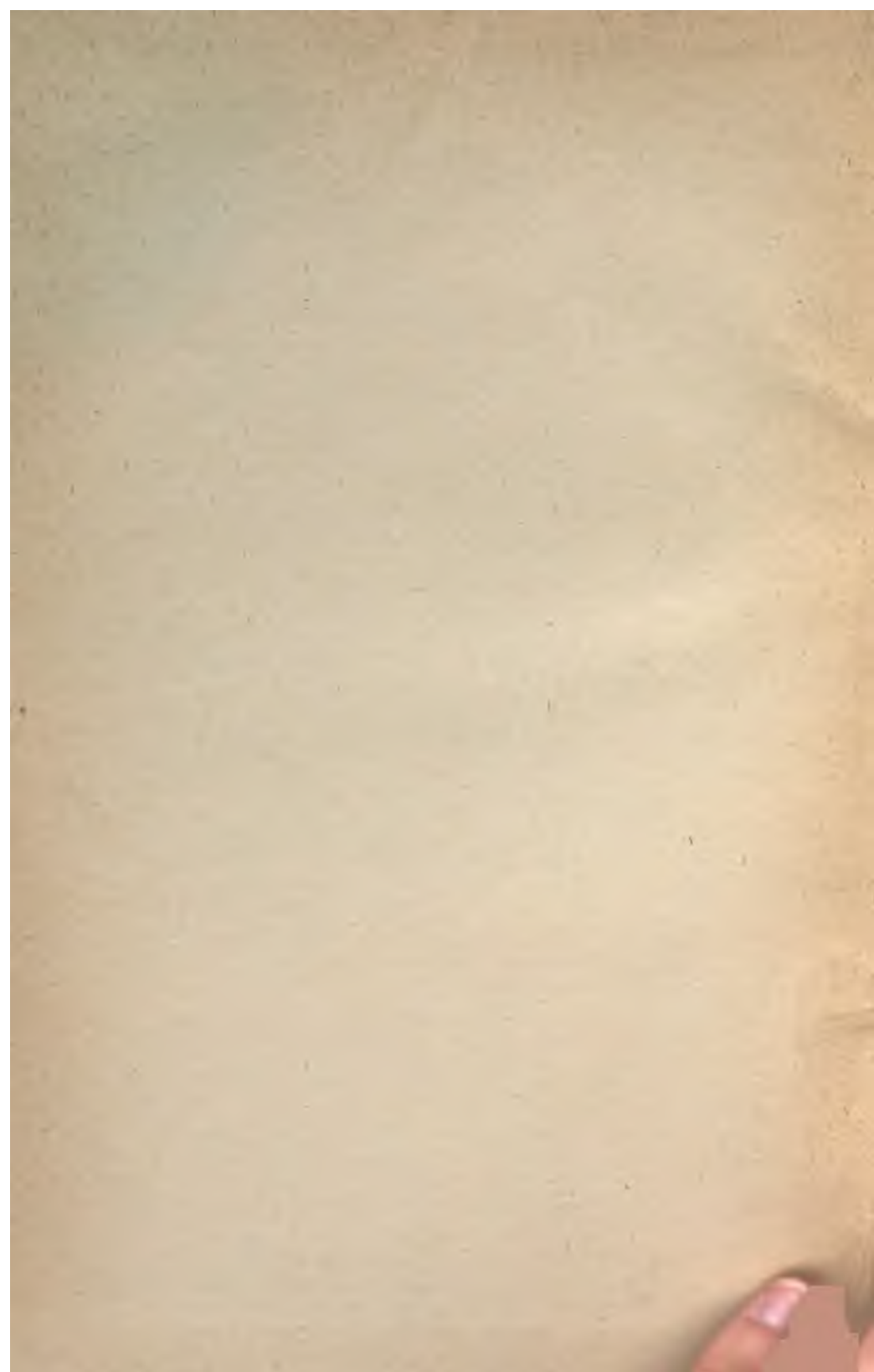
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BIENNIAL REPORT

OF THE

STATE SUPERINTENDENT

OF THE

STATE OF WISCONSIN,

FOR THE

TWO YEAR'S, ENDING JUNE 30, 1888.

JESSE B. THAYER, STATE SUPERINTENDENT.



MADISON, WISCONSIN:
DEMOCRAT PRINTING COMPANY, STATE PRINTERS.
1888.

OFFICE OF STATE SUPERINTENDENT,
MADISON, WIS., December 1, 1888.

To His Excellency, JEREMIAH M. RUSK,

Governor of Wisconsin:

SIR:—I have the honor to submit, as required by law, the Biennial Report of the Department of Public Instruction, which embraces the period beginning July 1, 1886, and ending June 30, 1888.

I am sir, very respectfully,

Your obedient servant,

JESSE B. THAYER,
State Superintendent.

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THIRD BIENNIAL REPORT

OF THE

STATE SUPERINTENDENT.

OFFICE OF STATE SUPERINTENDENT,
MADISON, WIS., December 1, 1888.

To the Legislature of Wisconsin:

The third biennial report of the State Superintendent herewith respectfully submitted, includes the general statistics relating to the public schools of the state for the period commencing July 1, 1886, and ending June 30, 1888.

These statistics relate almost exclusively to the public schools, as the effort to secure statistics concerning private schools has almost entirely failed; the law requiring chartered institutions to make an annual report has been largely ignored by the colleges of the state; and the academies, business colleges and seminaries of various grades have, for reasons unknown, declined to furnish reports even of the most general character.

This neglect and refusal to report quite seriously affects the general statistics relating to attendance, by persons of school age, at a school of some grade.

It is a fact well known unofficially that the attendance at some of these institutions has been exceptionally large during the past two years; in like manner it is equally well known that not a few educational institutions of a private character have been established during this period, while considerable activity has been manifest to increase attend-

Introductory.

ance at those of longer standing. Until all institutions of every grade that engage in the instruction of persons of school age in the state are required by stringent legislation to report annually at least the number thus instructed, it will be impossible to ascertain with accuracy the proportion of our school population which is failing to secure an elementary education. Every person or association of persons receiving pupils between the ages of four and twenty years for instruction, should be required to register the name, age, days of attendance, and studies pursued by each pupil, if a resident of the state, and annually furnish an abstract of the record thus taken.

In making up the summary of the statistics for ready examination and comparison, the form heretofore used has been followed, as one which exhibits the more important features of the statistical tables, and in order to preserve uniformity while the same classes of statistics are brought into comparison.

That part of Table No. VIII, which relates to the receipts by school districts, and the sources of their income, has been omitted entirely in this report, as the figures given are wholly misleading, and fail to reveal the real financial conditions which it is their purpose to disclose. The amount received from the school fund income, and an equal amount at least, received from the tax levied by the county board of supervisors, is easily ascertainable, the per capita of the apportionment being given, and the number of children, by counties; all other receipts to cover the expenditures given being derived from local taxation.

Table No. X, relating to text-books in use outside of cities, and Table No. XVII, relating to text-books in use in cities, are omitted in the compilation for 1887, as a single table is sufficient to give all the information afforded by these tables. They appear in the compilation for the year 1888.

A list of the county superintendents elected at the gen-

Introductory.

eral election held November 6, 1888, is appended. The term of these officers will expire January 1, 1891.

No attempt has yet been made to gather statistics relating to operations by towns under the recently enacted township school library law, as the summer of 1888 was the first season in which any considerable attempt to use the law was made.

Lists of books deemed suitable for purchase for these libraries were made in 1887, and in 1888, and furnished to all the town boards of supervisors in the state. In the last list made, a brief description of each book was given, and the selections were arranged with reference to the grade of pupils for which they were considered suitable.

Three defects have been developed in the practical administration of the law, viz.:

1. Ambiguity in reference to the duties of town treasurers.
2. Complications growing out of the existence of so many joint school districts, some towns included not providing a library fund while others do so provide.
3. The lack of identification with and interest in school affairs by town boards of supervisors.

These defects may be readily removed by slight changes in the law.

Correspondence indicates that about thirty per cent. of the towns in the state have taken initial steps to inaugurate the system.

General Summary.

GENERAL SUMMARY.

ENUMERATION.

	1887.	1888.
Number of persons in the state between four and twenty years of age, June 30.....	554,824	567,702
Number of persons in the state between four and twenty years of age in 1886.....	.....	556,093
Increase.....	.....	11,609
	=====	=====
Number of persons in the state between seven and fifteen years of age, June 30.....	292,483	299,812
Number of persons in the state between seven and fifteen years of age in 1886.....	.....	292,217
Increase.....	.....	7,595
	=====	=====

ENROLLMENT AND ATTENDANCE.

Number of persons between four and twenty years of age enrolled in the public schools during the year..	329,886	332,721
Number of persons between four and twenty years of age enrolled in the public schools in 1886.....	.....	331,018
Increase.....	.....	1,703
	=====	=====
Number of persons under four years of age enrolled during the year.....	409	427
Number of persons under four years of age enrolled in 1886.....	.....	347
Increase.....	.....	80
	=====	=====
Number of persons over twenty years of age enrolled during the year.....	955	1,143
Number of persons over twenty years of age enrolled in 1886.....	.....	962
Increase.....	.....	181
	=====	=====

General Summary.

	1887.	1888.
Total number enrolled in the public schools during the year	331,250	334,291
Total number enrolled in the public schools in 1886....	.....	332,327
Increase .....	.....	1,964
Number of persons between seven and fifteen years of age, who attended school during the year.....	240,837	237,453
Number of persons between seven and fifteen years of age who attended school in 1886.....	.....	235,407
Increase .....	.....	2,046
Number of persons between four and twenty years of age in cities who attended school during the year..	67,672	67,244
Number of persons between four and twenty years of age in cities who attended school in 1886 .....	.....	62,667
Increase .....	.....	4,577
Number of persons between four and twenty years of age outside of cities who attended school during the year	262,214	265,477
Number of persons between four and twenty years of age outside of cities who attended school in 1886....	.....	269,351
Decrease .....	.....	2,874
Per cent. of number between four and twenty years of age in cities who attended school during the year..	46.9	44.6
Per cent. of number between four and twenty years of age in cities who attended school in 1886.....	.....	45.8
Decrease .....	.....	1.2
Per cent. of number between four and twenty years of age outside of cities who attended school during the year	63.9	63.7
Per cent. of number between four and twenty years of age outside of cities who attended school in 1886..	.....	63.9
Decrease .....	.....	.2

General Summary.

	1887.	1888.
Per cent. of the whole number between the ages of four and twenty years enrolled in the public schools during the year.....	59.5	58.7
Per cent. of the whole number between the ages of four and twenty enrolled in the public schools in 1886.....	.....	59.4
Decrease .....	.....	.7
Per cent. of the whole number between seven and fifteen years of age who have attended school during the year.....	82.4	79.3
Per cent. of the whole number between seven and fifteen years of age who attended school in 1886.....	.....	86.0
Decrease .....	.....	6.7
Number of days of attendance of pupils in the public schools during the year.....	31,817,350	31,023,688
Number of days of attendance of pupils in the public schools in 1886.....	.....	31,081,909
Decrease .....	.....	58,221
Average number of days of attendance per pupil....	96.1	92.6
Average number of days of attendance per pupil in 1886.....	.....	93.5
Decrease .....	.....	.9
Average number of days' attendance per pupil in cities	170.7	142.5
Average number of days' attendance per pupil in cities in 1886.....	.....	173.8
Decrease .....	.....	31.3
Average number of days' attendance per pupil outside of cities.....	75.7	77.8
Average number of days' attendance per pupil outside of cities in 1886 .....	.....	74.8
Increase.....	.....	3.0

General Summary.

	1887.	1888.
Number of persons enrolled in normal schools and the university during the year.....	2,567	2,718
Number of persons enrolled in colleges, seminaries and academies.....	2,518	1,333
	<u> </u>	<u> </u>
Number of persons enrolled in private schools.....	11,035	10,339
Number of persons enrolled in private schools in 1886. ....	.....	14,164
Decrease	<u> </u>	<u>8,825</u>
	<u> </u>	<u> </u>
Total number enrolled in all the schools during the year	347,410	349,161
Total number enrolled in all the schools in 1886.....	.....	350,105
Decrease.....	<u> </u>	<u>944</u>
	<u> </u>	<u> </u>

DISTRICTS AND SCHOOL-HOUSES.

Number of cities maintaining schools under special charters.....	39	40
Number of cities maintaining schools under special charters in 1886.....	.....	37
Increase	<u> </u>	<u>3</u>
	<u> </u>	<u> </u>
Number of districts and sub-districts in the state outside of cities.....	5,977	6,119
Number of districts and sub-districts in the state outside of cities in 1886.....	.....	5,913
Increase	<u> </u>	<u>206</u>
	<u> </u>	<u> </u>
Number of school-houses in the state.....	6,190	6,294
Number of school-houses in the state in 1886.....	.....	6,113
Increase	<u> </u>	<u>181</u>
	<u> </u>	<u> </u>
Number of school-houses built during the year.....	247	236
Number of schools with two departments.....	258	260
Number of schools with three departments.....	78	89
Number of schools with four or more departments...	246	259
Number of towns in the state which have adopted the township system	31	27

General Summary.

HIGH SCHOOLS.

	1887.	1888.
Number of high schools in the state organized under the free high school law.....	136	146
Number of free high schools making special reports and receiving state aid.....	122	136
Number of pupils under twenty years of age enrolled during the year.....	8,568	8,661
Number of pupils over twenty years of age enrolled during the year.....	212	225
Whole number of days of attendance in free high schools during the year.....	947,125	1,341,985
Average number of days of attendance of pupils enrolled during the year.....	107.9	151.0
Number of pupils instructed in English branches only.	6,724	6,423
Number of pupils instructed in other than English branches.....	2,056	2,464

	1887.			1888.		
	Male.	Female.	Total.	Male.	Female.	Total.
Whole number of pupils who completed the course of study during the year.....	259	451	710	294	451	745
Whole number of pupils who have completed the course of study since schools were organized....	1,731	3,269	5,000	1,982	3,547	5,529
Number of teachers employed in free high schools	153	139	292	167	135	302

	1887.	1888.
Amount received for tuition from non-residents.....	\$17,430	\$18,107
Number of teachers holding state certificates.....	10	16
Number of teachers holding normal school, college, or university diplomas.....	83	92
Number of teachers qualified by special examination..	16	23
Number of free high schools having an average daily attendance of more than twenty-five pupils.....	114	112
Number of free high schools having an average daily attendance of less than twenty-five pupils.....	22	34

General Summary.

SPECIAL STATISTICS.

	1887.	1888.
Number of schools maintained in towns which have the township system.....	118	120
Number of districts outside of cities, maintaining schools with more than one department, which have adopted a course of study.....	220	283
Number of districts maintaining schools with one department only, which have adopted a course of study	548	489

TEACHERS.

Number of teachers required for all the schools.....	8,020	8,097
Number of teachers required in 1886.....	.....	7,893
Increase.....	.....	204

Number of male teachers employed during the year	2,366	2,450
Number of male teachers employed in 1886.....	.....	2,349
Increase .....	.....	101

Number of female teachers employed during the year	8,940	8,961
Number of female teachers employed in 1886.....	.....	8,699
Increase.....	.....	262

Number of different teachers employed during the year.....	11,306	11,411
Number of different teachers employed in 1886.....	.....	11,048
Increase .....	.....	363

General Summary.

TEACHERS' CERTIFICATES.

	1887.			1888.		
	Male.	Female.	Total.	Male.	Female.	Total.
Number of teachers who received first grade certificates during the year.....	164	176	340	202	233	435
Number who received second grade certificates	288	690	978	312	746	1,058
Number who received third grade certificates.....	1,621	6,539	8,160	1,624	6,391	8,015
Whole number of certificates issued by county superintendents during the year.....	1,969	6,787	8,756	2,091	6,735	8,826
Number of certificates issued by city superintendents.....	104	618	722	47	635	682
Total.....	2,073	7,405	9,478	2,138	7,370	9,508

	1887.	1888.
Number of normal school certificates countersigned during the year.....	29	33
Number of normal school diplomas countersigned during the year.....	35	28
Number of diplomas of college graduates countersigned during the year.....	5	6
Number of diplomas of University graduates countersigned during the year.....	6	17
Number of limited state certificates awarded at state examination.....	7	7
Number of unlimited state certificates awarded at state examination.....	4	7
Number of diplomas of Milwaukee high school, normal department, countersigned	1	.....
Whole number of teachers' state certificates issued during the year	87	98

General Summary.

DICTIONARIES, MAPS, GLOBES.

	1887.	1888.
Number of districts and departments supplied with Webster's dictionary.....	5,478	5,481
Number of districts and departments supplied with a map of Wisconsin.....	3,385	4,255
Number of districts and departments supplied with a map of the United States.....	3,849	4,052
Number of districts supplied with a globe.....	2,369	2,559

LIBRARIES.

Number of districts supplied with a library.....	293	425
Number of volumes in all school district libraries.....	44,248	50,661
Number of volumes added to libraries during the year.....	6,832	9,770
Amount expended for libraries during the year.....	\$6,195	\$17,287
Total value of school district libraries.....	\$42,117	\$47,166

Financial Statement.

FINANCIAL STATEMENT.

The following summary shows the amounts received and disbursed for public schools, including schools in cities, for the year ending June 30, the sources of receipts, and the purposes of disbursements.

APPORTIONMENT.

	1887.	1888.
Amount apportioned to the several towns and cities from the school fund income.....	\$685,600 00	\$773,435 75
Rate per capita upon persons of school age ..	1.237	1.394
Amount apportioned to aid free high schools.	25,000 00	25,719 00
DISBURSEMENTS.		
For building and repairing.....	\$369,715 29	\$509,009 71
For apparatus, libraries, furniture, records, etc.....	111,629 13	195,544 76
For old indebtedness	128,714 77	107,552 36
For teachers' wages.....	2,139,702 88	2,258,544 77
For all other purposes	470,788 92	439,135 15
Total amount paid out during the year..	\$3,220,551 05	\$3,509,786 75

Financial Statement.

UNIVERSITY OF WISCONSIN.

	1887.	1888.
RECEIPTS.		
Amount on hand September 30.....	\$39,896 37	\$13,085 67
Amount received from University Fund	11,387 85	13,077 82
Amount received from Agricultural College Fund	16,453 13	14,609 70
Amount received from State Tax.....	62,063 39	72,658 09
Amount received from Students' room rent and incidental fees.....	9,778 50	12,833 00
From Students for laboratory expenses	1,395 42	1,561 67
From Experimental Farm, sale of products.....	2,129 00	2,475 00
From all other sources.....	123,729 15	101,652 28
Total amount received.....	\$260,832 81	\$231,953 23
DISBURSEMENTS.		
For salaries of instructional force	\$59,925 70	\$66,026 21
For expenses of Regents.....	407 94	409 43
For insurance, repairs and improvements.....	5,535 89	9,041 43
For incidental expenses	10,491 34	10,987 80
For fuel and light	5,765 12	10,937 78
For library and furniture.....	6,144 70	2,997 55
For Washburn Observatory.....	3,259 79	4,609 55
For experimental Farm	6,473 21	14,216 54
For all other purposes	155,743 45	99,630 42
Total amount paid out.....	\$253,747 14	\$218,856 71

NORMAL SCHOOLS.

	1887.	1888.
RECEIPTS.		
From Normal School Fund.....	\$84,092 39	\$83,084 81
From tuition and book rent.....	12,871 61	13,043 31
From appropriation	5,000 00	15,000 00
From all other sources.....	1,788 41	1,987 77
Total amount received.....	\$103,747 41	\$113,115 89

Financial Statement.

EXPENDITURES AT THE SCHOOLS.

1886-7.	Platteville.	Whitewater.	Oshkosh.	River Falls.	Milwaukee.	Totals.
	\$	\$	\$	\$	\$	\$
Salaries.....	15,457 65	17,805 75	20,094 00	12,416 45	11,234 35	77,008 20
Text-books.....	371 07	656 81	676 71	199 38	408 68	2,312 65
Reference books	51 71	185 32	238 92	141 91	143 52	761 38
Stationery	200 79	182 81	188 92	338 39	157 43	1,068 34
Fuel and light..	1,023 34	961 97	1,196 92	541 97	870 36	4,594 56
Furniture.....	66 05	112 57	88 91	18 80	65 65	301 98
Repairs.....	270 65	2,126 48	755 51	343 86	142 40	3,638 90
Building	245 01	.....	1,093 31	27 55	397 25	1,763 12
Printing	131 40	180 45	175 36	118 80	133 45	739 46
Apparatus and cabinet	202 44	245 17	176 78	209 40	287 66	1,121 45
Miscellaneous..	199 48	293 28	376 29	407 03	301 47	1,577 55
Totals	18,219 59	22,750 61	25,011 63	14,763 54	14,142 22	94,887 59
1887-8.	\$	\$	\$	\$	\$	\$
Salaries.....	16,396 09	17,776 00	20,821 75	13,020 00	11,590 55	79,604 39
Text-books.....	487 84	758 82	542 63	279 56	293 76	2,362 61
Reference books	141 82	154 39	345 17	230 17	168 77	1,040 32
Stationery	93 78	242 26	315 20	216 94	274 13	1,142 31
Fuel and light..	953 25	1,261 05	1,880 52	598 78	950 78	5,144 38
Furniture.....	33 14	244 27	86 74	42 11	144 76	551 02
Repairs.....	218 71	623 60	726 40	307 57	179 94	2,055 22
Building	1,973 18	.....	219 25	26 00	452 31	2,670 74
Printing.....	157 55	133 53	111 25	108 55	107 75	618 63
Apparatus and cabinet	45 85	184 04	76 87	65 01	196 16	567 93
Miscellaneous..	251 33	146 46	170 20	229 39	212 29	1,009 67
Totals	20,752 54	21,523 42	24,795 98	15,124 08	14,571 20	96,787 22

Financial Statement.

SUMMARY.

The following table shows the aggregate expenditures at the several normal schools, the expenditures for teachers' institutes, regents' expenses, salary of secretary, and for printing, for the past two years:

	1886-87.	1887-88.
Disbursements at the schools.....	\$94,887 59	\$96,767 22
Disbursements for institutes.....	6,158 37	6,912 78
Regents' and presidents' expenses attending meetings of the board.....	274 61	354 17
Services and expenses of committees.....	988 47	967 19
Salary of secretary.....	1,000 00	1,000 00
Printing.....	181 50	141 00
Total.....	\$108,490 54	\$106,142 36

TEACHERS' INSTITUTES.

Of the amount expended for teachers' institutes, \$1,759.53 in 1887, and \$1,975.08 in 1888, was paid from the General Fund and the balance from the Normal School Fund Income:

	1886-87.	1887-88.
Amount paid for conductors' salaries.....	\$3,870 50	\$4,601 50
Amount paid for conductors' expenses.....	1,721 09	1,840 87
Amount paid for incidental expenses.....	116 68	305 41
Amount paid for printing.....	450 10	165 00
Total amount paid out.....	\$6,158 37	\$6,912 78

Financial Statement.

RECAPITULATION.

	1887.	1888.
Amount paid for support of University.....	\$253,747 14	\$218,856 71
Amount paid for support of normal schools..	97,332 17	99,229 58
Amount paid for support of common and high schools.....	3,220,551 05	3,509,786 75
Amount paid for instruction in charitable and benevolent institutions:		
School for the Deaf.....	8,767 50	9,420 00
School for the Blind.....	3,586 50	3,846 00
Industrial School for Boys.....	3,504 65	3,396 43
State Public School.....	431 24	1,071 45
Amount paid for salaries of city and county superintendents.....	63,810 00	70,485 00
Amount paid for postage, printing and sta- tionery for city and county superintendents	10,002 00	10,193 00
Amount paid for teachers' institutes.....	6,158 37	6,912 78
Amount paid for Webster's dictionaries for first supply to school districts.....	1,365 00	1,617 00
Total amount expended.....	\$3,669,245 62	\$3,935,613 70

General Review.

GENERAL REVIEW.

The summary and the general statistical tables present the usual features of interest appertaining to such statistics. They also present some features of special interest, of which the casual reader, or one unfamiliar with the details of public school affairs, will fail to discover the true significance. They likewise suggest some lines along which the public schools need to be strengthened, and made more and more attractive and effective for the class and the indispensable work covered by their design.

The feature which will attract attention first, and be found difficult of explanation, is the one relating to the statistics for the year 1887. The fact that the figures for that year show a large falling off in all departments concerning which statistics are gathered, and extending even to the number of persons of school age in the state, calls for a word of explanation.

Owing to our system of joint school districts, and the reports required from the clerks of these joint districts to town clerks, relating to the facts concerning each part of the district, and to the district as a whole, there has no doubt been a large duplication of the number of persons of school age reported. The law of 1887, requiring the clerks in taking the annual census of the school population to take the name and age of each person enumerated, and the name of the person with whom each resides, no doubt had the immediate effect of cutting off this duplication in reports, and securing a more accurate census than any theretofore taken. While in cities the effect was an increase of the number reported, as a rule, yet in the districts outside of cities, where nearly three-fourths of our school population reside, the effect was to diminish the number.

In regard to the statistics relating to school attendance, etc., pertaining to that year, it may be stated, that the ex-
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cessively deep snows and stormy weather of the winter of 1886-7, and the unusual prevalence of epidemic and contagious diseases during that winter, interfered very greatly not only with the attendance of children, but also with the maintenance of public schools, especially in the more sparsely settled portions of the state. The correspondence with this office indicates that for the reasons stated above a very large number of districts suspended the school for a period of one or two months, or cut off that amount from the term usually maintained. This will largely account for the feature of the statistics alluded to.

It is also true that in a state like Wisconsin, with large area of territory yet practically unoccupied, and resources undeveloped, there is a constant tendency of masses of population to precipitate to the sparsely settled or the unoccupied portions of the state. We have numerous illustrations of this tendency in the location and rapid growth of towns along the lines of newly constructed railroads through such sections. Necessarily, for the first few years of occupation, such localities will be deficient in school facilities. Even when school-houses are built and teachers employed, the pressure of labor required to provide a home, and open up to occupation and tillage new farms, will largely diminish the per cent. of attendance upon public schools. That such a movement of population took place in Wisconsin two years ago is very apparent to such as observe the movement of masses of people. The building of lines of railways, the opening up of new sections to occupancy, the development of mining, manufacturing and commercial interests at points where they had not previously existed, or existed on a very limited scale, were the occasions of the movement, and greatly affected, no doubt, the statistics relating to schools in older parts of the state.

After all allowances, however, are made for exceptional cases, the fact remains that the statistics do not show that the public school has kept pace with the growth in popula-

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tion. Wisconsin would be an exceptional state did it not appear that there is a large class who should be enrolled in the public schools but who are not thus enrolled, and that this class is increasing. There is no doubt but that a larger number attended private and parochial schools than ever before, although the statistics do not show this to be the fact. The failure to get reports from such schools, is elsewhere commented upon. But the fact remains that a smaller per cent. of those reported attend a school of any grade, and that the number of day's attendance per pupil is also diminishing. Whatever may be the occasion for this, the fact itself is significant, and demands attention. If it means that the public school is losing in any degree the confidence of the community, that should lead to inquiry as to causes. If it means that private schools are becoming successful rivals by offering a better course of study, better teachers, and better training in the essentials of a common school education, that also should lead to careful investigation, and application of remedies at the proper points.

The statistics of any year, or of any short series of years, are not conclusive evidence of short-comings. It is not assumed here that our schools are not as efficient and useful, on the whole, as at any former period. All that may be true, and yet they may fail to attract, to hold, or to increase attendants, in proportion to increase in population. Instruction may be as good, teachers as devoted and conscientious, and material appointments as excellent and varied as ever, and yet the school fail to reach all classes desirable to be reached, or to satisfy the demands of patrons. There should be growth in public schools, an increasing power of adaptation, a constant widening of the circle of influence and attractiveness, through more systematic and effective methods of instruction, organization, and management. Through careful attention and supervision, all unprofitable work should be eliminated, and effort concentrated upon such lines and in such methods, as will pro-

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duce intellectual vigor, practical ability, and integrity of character in pupils. No expenditure is too great that produces this kind of school. No expenditure is sufficient, or wisely incurred, whether of money or of individual or associated effort, that falls short of securing these ends through the public school.

This seems to be a proper place to raise the inquiry whether we are not suffering great waste, and failing to secure through our public schools much that we might reasonably hope to secure, by adhering to the old district system of management. Is it reasonable to expect that when the management of the schools is entrusted to eighteen or more men in each town, aggregating more than eighteen thousand in the state, that this large number will be selected with reference to their especial fitness to supervise and direct the management, promote the growth, increase the effectiveness, and eliminate the useless features of school work? Is it reasonable to expect that without direct, intelligent and constant supervision, guidance, and control there will be that growth and effectiveness in the lines indicated that is desirable, possible, essential? Is it not true that all signs conspire to indicate that however useful the independent district system may have been, there is now need of such a modification as will meet the demands of changed conditions and higher ideals? The leading states of the Union have already adopted or are discussing the expediency of adopting some form of township system of management; the great waste and lack of unity in the district system call for a remedy of this character; the need of local supervision urges attention to the scheme; and the imperative need for more systematic and progressive instruction in rural schools emphasizes the call for this help in their behalf. It is to be hoped that this subject will receive the early and favorable attention of the legislature.



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COURSE OF STUDY FOR UNGRADED SCHOOLS.

As indicated in former reports of this office, no little interest in, and attention to, courses of study for ungraded schools has been secured, through the agency of teachers' institutes in past years. This interest has been promoted through the intelligent and hearty co-operation of county superintendents and leading teachers in the various counties. It has been largely confined to teachers, comparatively little sympathy or official recognition by district boards having been secured. But it has resulted, it is believed, in much more systematic and progressive work, through improved organization and definiteness of aim on the part of teachers, and the inspiration of pupils to achievement, by the incentive of winning a certificate of completion of the course after examination by county superintendents. Not a few communities have become interested in the matter through public graduating exercises of pupils completing the course. It is a significant fact that district boards have been more indifferent than other classes related to the schools—teachers, superintendents, patrons, pupils—and furnishes another evidence that these boards have become oblivious to their duty, to study the interests and promote the improvement of the schools.

Much embarrassment has been experienced through a lack of a suitable manual to put in the hands of teachers, which shall present a course of study in considerable detail, and include such comments, suggestions and directions relating to methods, aims, records, tests, etc., that the scheme may be readily understood and made the basis of work by even the youngest and least experienced of teachers.

Efforts have been made to secure the publication of such a manual, and it is hoped and expected that a way will yet be found to secure the publication of such a manual, at a small cost to the teachers. There can be no doubt that the

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organization and management of the school upon the basis of a course of study insures more connected and progressive work, proper regard for the essentials in elementary education, and avoidance of repetition and inordinate attention to favorite branches. This is the testimony of all who have experience in the matter. All grades of teachers are helped by the adoption of a course of study, but especially to inexperienced teachers it is indispensable. The statistics show a commendable interest on the part of teachers in this matter, but the correspondence of the office indicates far more and increasing interest than the tables can represent.

TEACHERS' CERTIFICATES.

The statistics continue uniformly to show that a very large proportion of the teachers of the state apply for, and receive only, the lowest grade of full certificates authorized by law to be issued. Of the 8,826 certificates issued by the county superintendents last year, 435 only were first grade certificates, and 1,058 second grade certificates. This is a less number of third grade certificates and a larger number of first and second grade certificates than were issued the year preceding. It is too soon to determine accurately what effect will result from the law of 1887, giving greater value to first and second grade certificates. The indications are hopeful.

It is a significant fact that the repeated acts of legislation increasing the requirements for the third grade certificate have always been met by adequate scholarship in the branches added. This is true in the case of the constitutions, and more recently in the case of physiology and hygiene. This indicates that under the pressure of necessity the persons who teach under third grade certificates are able to improve their scholarship, and will do so rather than be shut out from employment in the public schools. There seems to be justification for bringing such pressure to bear. Especially

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is this true in view of the wide-spread demand for instruction and training in all public schools that has an immediate and practical bearing upon the avocations of life likely to be followed by the great majority of pupils in rural districts. If by a wise and judicious adjustment of the time to be devoted to instruction in the fundamental branches of elementary education, much of the wasteful effort of pupils and teachers is eliminated, there will be abundant time for attention to some additional branches of the character indicated. Among these it would seem that that department of botany, which directly relates to plant life—habits, means and methods of growth, adaptations to soil and climate, and artificial helps to maturity and perfection—ought to be given an early and prominent place. Following closely is that department of physiology which relates to animal life generally, and the laws which underlie the growth, health and perfection of function of domestic animals. No study can be made more fascinating, or more stimulative of observation and thought to young people than those named. None can be mentioned more “practical in character, or better adapted to prepare students for advanced study in the same lines, opportunity for which is now so broadly opened through the agricultural college courses in the University of Wisconsin. In the same category may be placed elementary physics—the study of the laws and principles which govern the movement and activities of every boy and girl, every man and woman, every day of active life, or are passing before them in the ever varying panorama of human life, as related to the improvements in art, science, and invention, in their applications to common things in our modern agricultural, mechanical and commercial activity.

It is submitted whether it would not give a great uplift to all our public schools to require instruction to be given in these things therein, and that teachers pass suitable examination to test their ability to give this instruction. Such

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a measure would certainly bring the work of the common school into unity with that educational force so recently and successfully inaugurated by the University of Wisconsin, through institute and class work, add attractiveness and holding power to the common school by relieving the curriculum of meagerness, and enriching it with elements full of interest because of recognized relevance to their own life and the life that is all about them. Reasonable time should be given to teachers to prepare for the new demands, but no further delay in inaugurating the plan seems to be demanded.

TEACHERS' INSTITUTES.

Reference to the statistics shows that during the past year eighty-four institutes were held; during the year preceding seventy-seven were held. The former were held in sixty counties or superintendent districts, and attended by 6,640 teachers, and covered 106 weeks in time. The latter were held in fifty-eight counties or superintendent districts, were attended by 5,924 teachers, and covered ninety-three weeks in time.

The avidity with which teachers avail themselves of this means of professional inspiration and help is most commendable. The possibilities in this work are only limited by the number of conductors of marked aptness and ability at command, and the brief time they can be assigned to each locality. The permanent value of the institute depends very greatly upon the vigor and intelligence with which the county superintendents supplement it in supervision. All tokens conspire, however, in according to this force great value among our educational factors. The earnestness and thoughtful inquiry apparent in the majority of institutes, indicate that these elements in the teachers compensate in no small degree for meagerness in scholastic equipment. No expenditure for promoting education yields larger or quicker returns.

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COUNTY SUPERINTENDENTS' CONVENTIONS

have been held during the last two years, as required by law, and have afforded excellent and indispensable opportunities for promoting mutual acquaintance, a good understanding of different ideas, plans and methods of supervision, examination and reports, and greater unity and co-operation with each other and with this office. The superintendents have responded with heartiness to all suggestions and requirements of this office, and their reports this year have been made with unusual promptness and accuracy.

FREE HIGH SCHOOLS.

The summary indicates that the free high schools are slowly increasing in number, in attendance, and in their general influence in the community. Of course every new school of this character organized where a graded school exists, diminishes the amount of state aid received by all the others. The fact that they all continue to be maintained notwithstanding the diminished and diminishing aid received, and that the number is increased annually, testifies to their appreciation by the patrons of our public schools. It is a pleasure to be able to add the testimony, that by careful consideration of qualifications of principals employed, of courses of study, and of the material appointments of these schools, there is an increasing appreciation of their value and of their function.

It is to be regretted that proffered aid by the state has not resulted in the establishment of a larger number of high schools in towns where no graded schools exist. But four of this class have been organized. No communities need the various incentives to better schools, more definite and systematic instruction, and wider scope of school facilities at home, which the high school provides, than strictly rural neighborhoods. But the conservatism obtaining there, will


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necessarily require time and ocular demonstration to overcome dislike of change. As the system becomes better understood, and the success of the few established is more widely known, this class of high schools will no doubt become as numerous as the class connected with graded schools.

THE STATE NORMAL SCHOOLS,

as indicated by the report of the President of the Board of Regents, and the reports of the boards of visitors, are still largely attended, and most of them crowded beyond their capacity to conveniently accommodate, or to satisfactorily instruct. With the constant and careful supervision which the Board of Regents exercise, and with the interest and watchfulness of Regents and faculties to keep them abreast of the foremost schools of the kind in the country, the normal schools of Wisconsin have enjoyed a constant growth in numbers, in vigor, and in popularity among all classes of the community. Three distinct courses are now open in all, except the school at Milwaukee, which has no elementary course, viz.: an elementary course, an advanced course, and a professional course,—of four and one-half years, two years, and one year respectively. The latter course, designed for persons of mature age, advanced scholarship, and some experience in teaching, is a recent provision. The adjustment of two of the courses in the University of Wisconsin to courses in the normal schools, and admission thereto upon the certificate of those schools, is a just recognition of the excellent scholarship produced, and is a step in the direction of comity, unity and mutual regard, which is commendable and which is reciprocated by corresponding courtesy of the normal schools.

As a separate report is now made by the President of the Board of Regents to the Governor, and is published as other reports, reference is made to that for full information concerning details of interest relating to these schools.



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In this report room for the general statements only can be made, and a brief extract from the report of the President of the Board of Regents.

UNIVERSITY OF WISCONSIN.

With the completion of the several buildings recently erected, and their occupancy by the departments for which they were specially designed, with the new apparatus, cabinets and other illustrative appliances which replace the outfit so unfortunately destroyed by fire, with large additions to the library, increase in instructional force, new arrangement of professorships, a system of fellowships, and multiplication and readjustments of courses of study, the University of Wisconsin, enters upon a new era of growth and promise of usefulness. The response to these incentives to attendance is significant and gratifying.

So important and varied have been the changes and expansions effected since the last report of this department, that I deem it due to the public, and to the interests of the University, to accord considerable space in this report to extracts from the report of the President to the Board of Regents, and to refer to the report of the board for full information concerning the affairs of that institution.

INSTRUCTION IN CHARITABLE AND BENEVOLENT INSTITUTIONS.

With the documents accompanying this report will be found one relating to the work of instruction in the schools for the blind, the deaf, the industrial school for boys, and the state public school for neglected and dependent children.

This report is made by Hon. Lewis A. Proctor, of the State Board of Supervision, who was designated by the board to furnish the same, and presents in condensed form, but in a comprehensive and graphic manner, the educational work carried forward in these institutions. The important information included fully warrants the space required in order to give to it as wide publicity as the circulation of this report will furnish the means of doing.

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SPECIAL REPORTS OF COUNTY SUPERINTENDENTS.

In the spring of 1887 the following circular was issued to county superintendents, with a view to securing for the present volume reports from these officers covering substantially the same points, and based upon actual observation, and notes in writing made at the time.

So many of these reports as the limits imposed by law afford space for publication, are included in this volume. The limited space at command, made it necessary to abridge many of the reports received, and omit some altogether.

To County Superintendents:

The special reports of City and County Superintendents form one of the most interesting and instructive features of the biennial report of the State Superintendent. In order that these special reports may be still more interesting and instructive, it is desirable that superintendents concentrate attention upon certain points, and thus bring out clearly and strongly the facts relating thereto.

That the reports may deal with *facts*, and not *opinions* and *impressions*, it will be found necessary to make careful observations and full memoranda upon the points to be presented. In order that these may relate to the same things, and that the preliminary work for the reports of 1888 may be entered upon at once, the following suggestions as points for observation and report, are respectfully submitted:

- I. School-houses, location, convenience, condition.
- II. Changes, as related to improved seating, heating, light, apparatus; also convenience, sufficiency, separation and oversight of outhouses.
- III. Interest of school boards, as indicated by their attention to attendance, regularity and punctuality of pupils; regulations for behavior of pupils, and management by teachers; adoption of lists of text-books; general care of house, grounds and all necessary appendages.
- IV. Character of teachers and applicants for certificates, as related to age, scholarship, special training, aptness in interesting, controlling and instructing, general management, organization.
- V. Interest in community, as related to teachers' wages, free text-books, district libraries, good discipline, good instruction, good appointments for school purposes, course of study, general sentiment relating to public schools.

By systematically collating and condensing observations upon the five points named, it is hoped that the several county superintendents will be

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able to present special reports with the annual reports in 1888, which taken together will graphically, truthfully, and instructively represent the condition, needs and progress of the common schools throughout the state.

J. B. THAYER,
State Superintendent.

THE CENTENARY SCHOOL EXPOSITION.

For the purpose of aiding in making an exhibit of the condition and work of the public schools of Wisconsin at the National Centenary School Exposition to be held in the city of Chicago, Ill., in July, 1887, in connection with the annual meeting of the National Educational Association, and the celebration of the one hundredth anniversary of the passage of the ordinance of 1787, the legislature of that year appropriated the sum of two thousand dollars. The money thus appropriated was to be devoted exclusively, under the direction of the committee of school exhibits of the Wisconsin Teachers' Association, to the procuring of suitable material for, and the collection, transportation, installation and supervision of the exhibit of the condition and work of the public schools of Wisconsin. The committee of the association consisted of J. W. Stearns, Madison, C. H. Keyes, Janesville, M. S. Frawley, Eau Claire, S. A. Hooper, Port Washington, E. C. Wiswall, Prairie du Sac. At a meeting of the committee held in Janesville in the latter part of April, a plan for collecting and arranging the material for the exhibit was adopted, and C. H. Keyes was chosen director of the exhibit. Credit is due Mr. Keyes in a large measure for the collection and preparation of the display at small expense, of an extensive, well arranged, creditable exhibit of results and improved methods of instruction in our public schools, normal schools, and state institutions. The plan adopted by the committee limited the expenditure from the appropriation made by the legislature to the payment of the expenses in collecting, arranging, preparing and placing on exhibit the materials contributed by the va-

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rious schools and institutions of the state that voluntarily chose to participate. The following is an exhibit of the amounts audited and paid for the various purposes:

For traveling and other expenses of the director of the exhibit..	\$103 45
For services of the director.....	150 00
Traveling and other expenses of the committee of the Association.....	122 18
Circulars—printing, addressing, mailing and postage.....	117 34
Correspondence, paper, envelopes, postage.....	31 66
Binding and labeling examination papers and portfolios.....	103 40
Freight, express and cartage.....	69 77
Labor and expenses of fitting up the booths, racks, etc.....	148 81
Services and expenses of attendance.....	225 79
Signs, placards, banners, etc.....	182 61
Total.....	<u>\$1,253 96</u>

At the close of the exposition in Chicago, the materials from the Wisconsin schools were shipped to Milwaukee, and placed on exhibit in the exposition building in that city, during the months of September and October, and afterwards returned to the contributors who desired them.

An elaborate and instructive report of the Wisconsin exhibit as it appeared in the exposition building at Chicago, was made for the committee by Prof. J. W. Stearns, and read at the December meeting of the Wisconsin Teachers' Association. By courtesy of the writer, extracts from this report appear in the documents accompanying this report.

WISCONSIN TEACHERS' ASSOCIATION.

The semi-annual meeting of the Wisconsin Teachers' Association was held in Madison, December 27-29, 1886, the president, W. E. Anderson, presiding.

The papers and discussions were of marked ability, and of a practical character. Among the more important movements inaugurated at this meeting, were the following: The appointment of a committee to consider present laws relating to teachers' certificates issued by county superintendents, and to recommend desirable changes which will afford incentives for teachers to strive for higher grades of

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certificates. The committee consisted of H. W. Rood, W. H. Chandler, and C. L. Harper. This committee afterwards reported, recommending several radical changes in existing laws. After thorough discussion, the whole subject was re-referred to a committee consisting of Hon. J. B. Thayer, State Superintendent, and W. H. Chandler, Assistant Superintendent, with request to secure, if possible, legislation conforming to the prevailing judgment of the Association, as indicated by the discussion. This resulted in the passage of laws extending term of second grade certificates to two years, first grade certificates to four years, and authorizing papers written in one county to be used in any other county as the basis of certificates upon transference, at request of superintendents.

After discussion, a committee was appointed to secure, if possible, the establishment of a state institution for feeble-minded children, consisting of W. H. Chandler, President A. L. Chapin, President W. C. Whitford, A. O. Wright, and the president of the Association, W. E. Anderson. A bill for this purpose was prepared, presented and passed both houses of the legislature, but failed to receive the approval of the Governor.

A committee consisting of Principal C. H. Keyes, Prof. F. H. King and Prof. J. W. Stump, were appointed to promote the establishment of a summer school of science for teachers. This resulted in the establishment of such a school in connection with the University of Wisconsin, which has held sessions during the summers of the past two years, of four weeks each.

A committee was appointed to provide for an exhibit of educational work of the state at Chicago, in connection with the annual meeting of the National Educational Association. The action of the committee is reported elsewhere.

W. H. Chandler was elected delegate to represent the Association at Chicago.

Miss Rose Swart was appointed member of the Advisory

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Committee for three years, in place of J. W. Swiler, whose term expired. Able addresses at this meeting were given by Rev. C. S. Lester, and by Rev. J. L. Dudley, both of Milwaukee.

The thirty-fifth annual meeting of the Association was held at Milwaukee, July 6-8, 1887. The President, W. E. Anderson, in the annual address, discussed "Waste in Elementary Work." Pres. A. Salisbury, of Whitewater, presented a paper upon "Limitations of the Inductive Method;" Principal A. R. Sprague, one upon "English in our Schools;" J. S. Skeels, one upon "Reading Circle Work;" O. E. Wells, one upon the "Legal School Age;" Miss Rose Swart, one upon "Woman's Work in Education." These papers all evoked earnest and vigorous discussion. The Association appointed a committee to examine and report upon the exhibit to be held in connection with the annual meeting of the National Educational Association at Chicago during the month. This report will be found among the documents accompanying this report.

Albert Salisbury, President of the State Normal School at Whitewater, was elected President of the Association, O. E. Wells, Appleton, Secretary, and E. G. Haylett, Sheboygan, Treasurer.

The semi-annual meeting of the Association was held in Madison, December 27-29, 1887, President Albert Salisbury, presiding, and was opened with a lecture by Mr. H. E. Holt, of Boston, Mass., upon the "Value of Music as an Educational Factor." During the sessions, a report of the committee on elimination of unprofitable work from the curriculum of common schools was presented by Principal A. R. Sprague, which, after spirited discussion, was postponed until the annual meeting for further consideration. State Superintendent J. B. Thayer, delivered an address on "Some Lines of Progress in our Educational Work." "The Institute Problem" was discussed by Prof. H. D. Maxson, and Ass't Supt. W. H. Chandler. "Grad-

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ing the Country Schools" was discussed in a series of papers, and in an evening address by Mr. John Trainor, of Decatur, Ill. Prof. J. W. Stearns presented a report of the committee upon the Wisconsin exhibit in the national centenary exposition in Chicago. Prin. C. H. Keyes reported upon the work and the needs of the Summer School of Science for Teachers, and was followed upon the same subject by an address by Prof. E. A. Birge, and by a paper by Principal A. W. Smith, entitled, "What Can the Summer School do for the High Schools?" A resolution was adopted, urging the committee to promote the school by all possible means. Hon. W. H. Morrison, Superintendent of Farmers' Institutes, addressed the Association, inviting co-operation in the institute work. By invitation, Hon. J. G. McMynn, one of the original members, addressed the Association, reviewing the history, progress, and effectiveness of the organization in educational work, in an instructive and interesting manner. State Superintendent J. B. Thayer was elected delegate to the National Educational Association, whose annual meeting is to be held in San Francisco, in July, 1888.

This meeting was characterized by unusual ability, interest, and practical value of the addresses, papers and discussions.

The thirty-sixth annual meeting of the Association was held at Eau Claire, July 3-5, 1888, and was hospitably and appreciatively welcomed and entertained by the citizens, the mayor, and other prominent men of the city.

Pres. T. C. Chamberlin, of the University of Wisconsin, delivered the opening address on the "Moral Functions of Modern Scholarship." On Wednesday, July 4, the proceedings were largely adapted to the occasion of a national jubilee. President Salisbury in the annual address had for a theme, "Some Phases of Our Problem;" R. G. Thwaites, Secretary of the State Historical Society had a paper on "The Study of Local History;" Prof. T. B. Pray, one on

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"What Can the Schools do to Cultivate Patriotism?" Prof. Chas. H. Chandler one on "Modern Mathematics;" Miss Cornelia Rogers, one entitled "Shall We Teach Children to See What is?" W. H. Morrison, Superintendent of Farmers' Institutes, one on "Farmers' Institutes as an Educational Factor;" Supt. Wm. E. Anderson, one on "Language Teaching in Grammar and High Schools;" Miss Jessie Christie, one on "Does Education Educate?" These papers all evoked discussions of more than usual earnestness and ability. On Wednesday evening, Hon. J. V. Quarles, of Racine, delivered an eminently appropriate address upon "The Schoolmaster and the State," and was followed in brief addresses by Assistant State Supt. W. H. Chandler, and by Rev. J. F. Dudley, of Eau Claire. On Thursday, Dr. Dan Milliken, of Hamilton, Ohio, discussed "Physical Education;" Pres. G. S. Albee, "The Physical Conditions of School Life," and Dwight Kinney, "School Libraries, How to Get and How to Use Them." Dr. J. W. Stearns presented a report upon "Elimination of Unprofitable Work from the School Curriculum," which, after discussion, was referred to the Advisory Committee for further consideration and report. Supt. Albert Hardy, of La Crosse, was elected president of the Association, O. E. Wells, of Appleton, secretary, and W. S. Axtell, of Burlington, treasurer.

The usual meetings of Institutes Conductors were held in connection with the annual meetings of the Association.

TEACHERS' EXAMINATIONS FOR STATE CERTIFICATES

have been held by the State Board of examiners, twice annually, during the past two years.

The names and addresses of persons recommended for different grades of certificates at these examinations will be found in the list of those who have received such certificates, on page 188 of the statistical appendix.

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SUMMER SCHOOL OF SCIENCE FOR TEACHERS.

Through the efforts of the committee appointed by the Wisconsin Teachers' Association, a summer school of science for teachers has been established and maintained in connection with the University of Wisconsin, during the last two years. The Regents of that institution kindly granted the use of rooms, library and laboratory. The instructors were mostly members of the faculty of the university, supplemented by others appointed for special lines of work. The school attracted many teachers in high schools, and department teachers of other grades, and proved of great interest and profit to those attending. Several from outside the state were among those enrolled. Thirty males and ten females attended the first session, and thirty-two males and sixteen females attended the second session. The school was organized by a voluntary association of gentlemen, who assumed the responsibility of providing for the expenses of the instruction. There is little doubt that if the enterprise could be aided by a small annual appropriation, there would be built up an exceedingly useful and successful school, of a character greatly needed, highly appreciated, and largely attended. At the close of the session in 1888, the following resolutions were adopted:

WHEREAS, The Wisconsin Summer School for Teachers is about to close its second session with numbers increased and usefulness enlarged; and,

WHEREAS, It is our earnest hope that the good work it is doing will be extended far into the future; and

WHEREAS, We expect that as its opportunities become better known it will be deemed indispensable to efficient work in many departments of the public schools:

Resolved, That we tender our hearty thanks to those who organized and have largely provided for its support; also, to our instructors for their efficient and unwearied labors and kindly interest in our welfare.

Resolved, That we desire to see some steps taken toward putting the Summer School on a permanent basis.

Resolved, That we express to the absent members of our profession our

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high appreciation of the advantages here afforded, and the hope that more will find them available hereafter.

Resolved, That copies of these resolutions be sent to the State Superintendent of Public Instruction and to the secretary of the Summer School.

SCHOOLS FOR DEAF MUTES.

Since the last report of this department, a school for the instruction of deaf mutes has been established in the city of La Crosse, under the provisions of chapter 315, of the laws of 1885. During the year ending June 30, 1888, six pupils were enrolled; the aggregate number of days of attendance was 874. The amount apportioned to this school for the year was \$467.77.

The school for instruction of deaf mutes in the city of Milwaukee reported 43 pupils enrolled during the year ending June 30, 1888, and an aggregate attendance of 6,299 days. The amount apportioned to this school for the period covered by the report was \$3,400.

LEGISLATION NEEDED.

The thoughtful attention given by the last legislature to needed amendments of our school laws, has aided very much in promoting the educational work affected by that legislation. Some suggestions have been made in this review looking towards a few changes in our school laws, and propositions for the purposes stated will be submitted for the consideration of the present legislature.

There is very pressing need also of a change in the law relating to appeals to the State Superintendent by persons aggrieved by the action of the town boards of supervisors in forming or altering school districts, or in refusing to form or alter such districts. Authority should be conferred upon the State Superintendent to direct local boards to make the necessary orders in such cases, conformably to his decisions, instead of making such orders himself, as now required. It

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will readily be understood that the present method imposes great liability to mistakes, and injustice, as well as great labor, and tax upon time, in the office of the State Superintendent. Frequently, with a flexible authority to direct reconsideration, difficulties might be adjusted and differences compromised, to the advantage of all parties concerned, which is not possible under the present system.

A clearer statute relating to the right of minors to attend public school at the place where they *live*, whether that place is their legal domicile or not, is imperatively needed, as this is a subject of constant irritation, difference, and appeal to the State Superintendent.

WEBSTER'S UNABRIDGED DICTIONARIES.

At the date of the last biennial report, September 30, 1886, 69 copies of Unabridged Dictionaries were on hand. Since that date 1,021 copies have been purchased, making a total of 1,090 copies to account for. Of this number 646 have been sold to re-supply school districts, and 426 copies have been furnished to school districts as first supply, leaving 18 copies on hand, September 30, 1888. The money received for copies sold has been paid into the state treasury, and receipts of the State Treasurer for the amount are on file in this office.

SALE OF SCHOOL CODES.

During my official connection with this office, there have been sold to persons not entitled to them without purchase, 103 copies of the school code amounting to \$25 65. This sum has been paid into the state treasury, and the state treasurer's receipts therefor are on file in this office.

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DOCUMENTS ACCOMPANYING REPORT.

UNIVERSITY OF WISCONSIN.


EXTRACTS FROM THE REPORT OF T. C. CHAMBERLIN, PRESIDENT OF THE UNIVERSITY.

The presentation of a systematic report is embarrassed by the fact that the biennial term for which it is required by statute to be rendered (October 1, 1886, to September 30, 1888), embraces parts of three academic years falling under two presidencies.

The incumbent president came into office at the beginning of the academic year 1887-88, and, beyond statistical matter, feels unprepared to review that portion of the biennial term antedating his entrance upon office. This report will not, therefore, rigidly conform to the statutory period.

NUMERICAL GROWTH OF THE UNIVERSITY.

The attendance indicated by the catalogue of 1886-87 was 505; that by the catalogue of 1887-88 was 637; that by the directory issued at the beginning of the present year, 654. These figures need qualification before they can be properly compared, since they were compiled at different times of the year. To the number given in the catalogue of 1886-87 is to be added 31 students who entered later in the year; to that given in the catalogue of 1887-88, which was issued near the close of the year, is to be added one; to the number given in the directory of the present year is to be added the prospective entries during the remainder of the year,



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which may be estimated at 35 or 40, the corresponding increment for previous years. In comparing the attendance during the current year with that of the preceding it is further to be considered that the entrance requirements for the collegiate courses have been advanced and the examinations made more searching, resulting in the rejection of 35 per cent. of those who were examined.* The corrected figures stand as follows:

Total attendance in 1886-87, 539.

Total attendance in 1887-88, 638.

Attendance at the beginning of the academic year 1888-89, 654.

(Estimated attendance for the full year 1888-89, 690 to 700).

GROWTH BY COLLEGES.

Beyond the simple fact of a general growth, a special significance attaches to the development of the several departments of the University. The growth by colleges is shown by the following, omitting unclassified special students:

College of Arts, 1886-87, 140; 1887-88, 145; at beginning of 1888-89, 180.

College of Letters, 1886-87, 166; 1887-88, 204; at beginning of 1888-89, 229.

College of Law, 1886-87, 70; 1887-88, 113; at beginning of 1888-89, 108.

The attendance in the College of Law is slightly larger than at the corresponding date of last year.

GROWTH BY COURSES.

Still more definite is the significance of the growth as indicated by courses, as follows:

Ancient Classical Course, 1886-87, 40; 1887-88, 45; beginning of 1888-89, 57.

*Not 35 per cent. of those who presented themselves for admittance, since many entered upon certificates of accredited schools.

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Modern Classical Course, 1886-87, 75; 1887-88, 69; beginning of 1888-89, 69.

General Science Course, 1886-87, 51; 1887-88, 57; beginning of 1888-89, 69.

English Course, 1886-87, 51; 1887-88, 90; beginning of 1888-89, 103.

Civil Engineering Course, 1886-87, 17; 1887-88, 18; beginning of 1888-89, 29.

Mechanical Engineering Course, 1886-87, 24; 1887-88, 30; beginning of 1888-89, 30.

Metallurgical and Mining Engineering Course, 1886-87, 2; 1887-88, 2; beginning of 1888-89, 3.

Special Students, 1886-87, 126; 1887-88, 146; beginning of 1888-89, 129.

Law, 1886-87, 70; 1887-88, 113; beginning of 1888-89, 108.

Pharmacy, 1886-87, 46; 1887-88, 38; beginning of 1888-89, 47.

Agricultural Short Course, 1886-87, 26; 1887-88, 25.

It is to be remarked that the English Course was introduced in the year 1886, and that it naturally drew somewhat from the courses most nearly related to it, namely, the Modern Classical and General Science courses. Comparisons between the years before and after the introduction of this course should take cognizance of this fact.

* * * * *

INTELLECTUAL TENDENCIES.

The foregoing statistics indicate in some measure the choice of lines of study on the part of students. The selection of courses is, however, more or less influenced by the opportunities afforded by the schools of the state for preparation, which are not equally good for all courses. In the University a considerable opportunity for choice of studies is permitted. The intellectual tendencies of the institution, as expressed by the choice of the students, will, therefore,

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be better indicated by the special studies actually taken. While half or more of these are required, taken all together they measurably well represent the intellectual drift, voluntary and imposed. The simple number of students taking the several studies, does not, however, accurately represent the amount of work done, because some studies are taken two, some three, and some four or five times a week, and in a few cases even more or less frequently. To secure a satisfactory basis of comparison, a single exercise by a single student must be taken as the unit.

Grouping the statistics upon the basis of this unit according to grand divisions of study, they will prove instructive respecting the distribution of work, as follows:

	Unit exercises per week.	Percentage ratios.
Language and Literature	17,172½	37.65
Natural Sciences	12,759½	27.97
Mathematics	6,368	13.95
History.....	3,395	7.44
Civics.....	3,066	6.72
Philosophy	2,857	6.26
Total.....	45,613	99.99

Or, if we combine these into two groups, the one embracing the humanity studies, in the broader and truer sense of the term, namely, language, literature, history, civics, mental and moral philosophy, and logic; and the other, the physical science studies, namely, astronomy, physics, chemistry, mineralogy, geology, zoology, physiology, bacteriology, botany and mathematics (which last does not strictly belong here), the following is the result:

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	Unit exercises per week.	Percentage ratios.
Humanity studies.....	26,355½	57.95
Physical science studies.....	19,122½	42.05
Total	45,478	100.00

DISTRIBUTION OF SUBCOURSES.

The University offers 187 subordinate courses of study, designated subcourses. These are distributed as follows: In philosophy seven, in pedagogy six, in civics seven, in history eight, in Greek eight, in Latin eight, in Hebrew two, in Sanskrit two, in French five, in Spanish one, in Italian one, in German eight, in Scandinavian two, in English two, in rhetoric five, in mathematics twenty, in astronomy three, in physics four, in chemistry seven, in mineralogy five, in geology four, in zoology eight, in bacteriology one, in botany eight, in metallurgy three, in theoretical mechanics eight, in practical mechanics twelve, in topographical engineering four, in special engineering seven, in draughting eleven, in pharmacy three. In law, agriculture, music and military science the instruction is not definitely formulated in this manner. These subcourses are not alike in the time that they require, or the work they involve, but they have some significance as indices of the range, variety and distribution of the work of the University.

Still more definite is the significance of the following data: There are now (Fall term of 1888) two classes in philosophy, three in civics, five (six divisions) in history, five in Greek, six in Latin, five in French, one in Italian, two in Hebrew, one in Sanskrit, fourteen in German, three in Norse, two in English language and literature, four in rhetoric and elocution, seven (eleven divisions) in mathematics, one in astronomy, two in physics, five in chemistry, three in botany, two in mineralogy, one in geology, five in zoology

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and physiology, four (six divisions) in theoretical mechanics, five in practical mechanics, six in engineering, four in draughting, one in pedagogy, besides the regular courses in law and pharmacy.

Attention has been called to a supposed tendency to overgrowth in the direction of the physical sciences. The facts do not appear to me to support this, but the ample data given enable everyone to draw his own conclusions. To my interpretation the facts pointedly indicate a natural, wholesome and reasonably symmetrical growth. In this connection attention is invited to the new features introduced during the past academic year, which follow:

NEW COURSES; PRE-MEDICAL COURSE.

At the request of the Wisconsin State Medical Society a course in science, with collateral branches, was arranged especially for those contemplating the study of medicine and surgery. It was shaped with reference to giving a broad and solid foundation for the professional medical course without interfering essentially with the general purposes of a college course. The course was offered at the beginning of the present year, and twenty-seven students are now working in it. The course has been approved by three of the leading medical colleges of the interior, by whom graduation from it will be accepted as the equivalent of one year of their required courses.

NORMAL GRADUATE COURSE.

To bring the University into better working relationship with our excellent State Normal Schools, and to offer their graduates facilities for extending their studies advantageously, two special courses, admitting of a large measure of modification by election, have been framed and offered by the University and have already been selected by a sufficient number of normal school graduates to indicate that the provision meets a real educational want.

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PRE-LEGAL AND PRE-JOURNALISTIC COURSES.

A two years' course of study had previously been offered for the accommodation of those contemplating the study of law or journalism. This has been developed into a group of courses, intended to constitute the work of the Junior and Senior years, and to be based upon the work of the Freshman and Sophomore years of the Classical and English courses. The courses thus contemplate a higher and broader culture than before, and are intended to enable students to secure the chief objects sought in a college course, while at the same time they are definitely preparing the way for their future professional study.

MODIFICATIONS OF PRE-EXISTING COURSES.

The general courses previously instituted, especially the Classical and English courses, have been modified somewhat with two leading objects in view: first, the extension of the range of each department for the purpose of furnishing an opportunity for more prolonged and thorough study in the several leading lines, and second, a wider range of election in the last two years of the course.

ADDITIONAL LANGUAGES.

Three additional languages have been offered, namely, Sanskrit, Italian and Spanish, and classes have been formed in all.

NEW DEPARTMENTS—EXPERIMENTAL AND COMPARATIVE PSYCHOLOGY.

A chair of experimental and comparative psychology has been established, and a laboratory is being fitted up for this new and important line of research. Instructional and experimental work such as contemplated by this chair has been inaugurated in two or three of the foremost institutions of this country. The College of France is, however,

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I believe, the only other institution in which a chair of this specific title and function has been definitely established.

AGRICULTURAL PHYSICS.

A chair of agricultural physics has been established and work inaugurated in it. This chair contemplates both instructional and experimental work, and will constitute a factor of both the agricultural college and the Experiment Station. This important department of agricultural science has not received the definite recognition which it unquestionably merits, this being the first chair of this kind, so far as known, yet specifically established.

SPECIAL LECTURES IN THE COLLEGE OF LAW.

For the purpose of supplementing the regular instruction in the College of Law, a series of special lectures on selected themes has been provided for the current year. The following special lecturers have been engaged, who will give from three to ten lectures each: Judge James G. Jenkins, on Negligence, Admiralty and Trade Marks; Judge John B. Winslow (topic not yet selected); Judge George Clementson, on Estoppel; Judge Samuel D. Hastings, Jr., on Taxation and Tax Titles; Judge George H. Noyes, on Common Carriers; Hon. William E. Carter, on Damages.

FELLOWSHIPS.

It may not be too much to affirm that an important era in the development of the University has been marked by the introduction of a system of fellowships, which provides for an extension and elevation of the University work, carrying it up into those broader and richer fields that give vitality and power. Nine fellowships have been established. One of these has been founded by the generosity of the Hon. John Johnston, of Milwaukee, in the appointment of candidates to which preference is given to residents of Milwaukee county, and to those exhibiting ability and promise in

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the department of Mechanic Arts. Eight University fellowships have been established by the Board of Regents, conditioned upon proper qualifications and upon rendering a prescribed amount of service to the University in the form of instruction. Appointments have been made to the John Johnston fellowship and to four of the University fellowships. Appointments will be made to the remaining four at the close of the present academic year.

ADVANCED DEGREES.

By virtue of the increase of facilities, the enlarged instructional force, and particularly the opportunities afforded by the fellowship system, the University feels itself prepared to offer the degree of Doctor of Philosophy. This will be conferred upon successful candidates after three years of prescribed study, two of which must be pursued at the University. The degree will not, however, be conferred simply on the ground of the completion of prescribed study, but special high attainments are requisite, particularly the power of original thought and independent investigation.

SCHOLARSHIPS.

It is a pleasure to note that in addition to his generosity in the establishment of a fellowship, the Hon. John Johnston has offered a scholarship of \$250 per annum for a period of four years to be awarded to a student of limited pecuniary resources from Milwaukee county, its award to be based upon examination and upon other conditions determined by the donor.

NEW METHODS IN THE DEPARTMENTS OF THE HUMANITIES.

The remarkable advance which the natural sciences have made in recent years as educational factors has been dependent very largely upon the laboratory and field methods which have given them vitality and effectiveness. Parallel

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methods in other departments of study undoubtedly mark a coming era of vigorous growth and commanding influence. This I think will prove preeminently true in civics, history, mental and moral science, language, literature and cognate branches. A movement in this direction has already taken strong hold upon the leading institutions of the east, assuming a modified form of the German *seminar* method. This, with the further modifications and amplifications which it will doubtless undergo as it develops itself in American institutions, marks a new stage in American education. During the past year *seminars* have been established in several of the appropriate departments of the University. Several years will be requisite for any adequate development of the system, but good results are already being felt both among the faculty and the students.

LIBRARIES.

The funds available for the support and enlargement of the libraries previous to the current year were confessedly inadequate, and differences of judgment prevailed as to the relative wisdom of concentrating the limited resources available upon the enlargement of the general library, or of diverting portions of the funds for the establishment of special working libraries. This dilemma has been greatly relieved by the appropriation of 50 per cent. of the revenues from incidental fees for the enlargement of the general library; of 10 per cent. of the law fees for the increase of the law library; of 25 per cent. of the tuition from students not residents of Wisconsin for the development of the *seminar* libraries; of 25 per cent. of the laboratory fees for manuals and technical treatises needful for use in laboratory work. These provisions, together with the income of the Woodman fund devoted to the astronomical library, and the sum available for the agricultural library from the funds of that department, provide for a moderate growth

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of all necessary special libraries, while more than doubling the funds available for the general library.

ADDITIONAL FACILITIES—NEW BUILDINGS.

The new science buildings have been completed and now afford accommodations unsurpassed in most respects, quite unequalled in some particulars. Science Hall is pronounced by competent judges the best building of its kind in this country. Large invoices of physical, engineering and other apparatus, very carefully selected from the most approved manufactories, have been received. Typical collections representative of mineralogy, petrography, geology, zoology, and botany, have been purchased. While not commanding in their magnitude, they are superior in quality and in their systematic character and serviceability. Judicious selections of laboratory manuals and treatises essential for reference have been purchased for the laboratories.

LABORATORIES.

In view of the fact that the unusual laboratory facilities which the University now affords are not as widely known as their merits deserve, an alphabetical list is herewith given:

Agricultural Chemical Laboratory,
Agricultural Physical Laboratory,
Assay Laboratory,
Botanical Laboratories—Elementary and Advanced,
Bacteriological Laboratory,
Chemical Laboratories—Qualitative, Quantitative and Organic,
Engineering Laboratory.
Geological Laboratory,
Histological Laboratory,
Mineralogical Laboratory,
Petrographical Laboratory,
Pharmaceutical Laboratory,

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Photographic Laboratory,
Physical Laboratories—(General Optical, Photometric,
Spectroscopic, General Electrical, Electrotechnic, Magnetic,
Acoustic, Thermal and Comparator),
Psychological Laboratory,
Zoological Laboratories—Elementary and Advanced.

DEPARTMENTS OF ORIGINAL INVESTIGATION.

One of the most important phases of the recent growth of the University has been the development of the departments of original investigation and the more explicit recognition of research and of the dissemination of new and more accurately determined knowledge as one of the important functions of the University. The two departments, the Washburn Observatory and the Agricultural Experiment Station, which are devoted almost exclusively to the increase of knowledge, have been provided with additional force and facilities, and research has become a factor in several of the other departments.

THE WASHBURN OBSERVATORY.

By action of the Board of Regents on June 21, 1887, the Observatory was placed in charge of Dr. Asaph Hall, of the U. S. Naval Observatory, as consulting director, and Professor George C. Comstock, as associate director. The latter assumed immediate charge on August 3, 1887. Mr. Updegraff and Miss Lamb withdrew in September to accept positions in the National Observatory of the Argentine Republic. Professor S. L. Brown, professor of mathematics, U. S. Navy, entered upon duty at Washburn Observatory on October 15, 1887, having been transferred from the government observatory at Annapolis, by direction of the Secretary of the Navy, because of the superior facilities for exact observation afforded by Washburn Observatory. Mr. H. V. Egbert, recently of Dudley Observatory, was appointed assistant astronomer on January 3,

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1888, and entered upon service on March 1st. Mr. H. C. Lord was engaged as assistant in September, 1887. Meteorological observations were made by Mr. J. L. Carey until December, 1887, since which time they have been continued by Mr. T. L. Harrington. The last three are students.

This enlarged force has permitted for the first time in the history of the Observatory, the systematic use of both of its chief instruments. * * *

The Observatory has been supplied with two seismoscopes for the purpose of detecting and recording the precise effects and the accurate time of occurrence of earthquake shocks. While our region has been exceptionally free from those disturbances, the fact that slight tremors reach us from regions of more violent disturbance, as in the case of the Charleston earthquake, make it a matter of some importance to record the vanishing tremors and thereby contribute to the elucidation of this phenomena in which so wide and painful an interest is felt.

The time service of the Observatory, under charge of Mr. H. C. Lord, has furnished time signals for the Chicago, Milwaukee & St. Paul, the Chicago & Northwestern, the Milwaukee, Lake Shore & Northern, the Wisconsin Central and the Iowa Central railways, besides maintaining a local service in Madison. * * * *

THE AGRICULTURAL EXPERIMENT STATION.

The annual appropriation of \$15,000 made by the general government for the prosecution of agricultural experimentation, has afforded the means for a very considerable extension of the station work. A part of this extension has already taken place, and further developments are planned for the immediate future. South Hall has been set apart for the purposes of the Station, in connection with the Agricultural College, and has been extensively overhauled and re-fitted, and now furnishes improved office and laboratory facilities for work. The Chemical Laboratory especially has been

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greatly enlarged and improved and now furnishes excellent facilities for the important work of that department. As already indicated, a chair of Agricultural Physics, to which Professor F. H. King has been elected, has been established and experimentation in that department already begun. The problem of drainage and of the influence of porosity and aeration on the soil have been taken up and other cognate investigations will follow. The appointment of a horticulturist and the commencement of systematic investigation in that line is contemplated in the immediate future.

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PUBLICATIONS.

Besides the two annual reports, the following Bulletins have been issued during the period covered by this report:

Bulletin No. 9, Report on Oats, Potatoes and Corn for 1885, issued in March, 1886.

Bulletin No. 10, Test of Dairy Cows, issued in October, 1886.

Bulletin No. 11, Report on Wheat, Oats, Barley, Potatoes and Corn, for 1886.

Bulletin No. 12, The Oil Test for Cream, issued October, 1887.

Buletin No. 13, Report on Wheat, Oats, Barley, Corn and Potatoes for 1887; The Station Vineyard, issued in October, 1888.

Bulletin No. 14. Artificial Fertilizers and Land Plasters., issued in April. 1888.

Bulletin No. 15, Ensilage vs. Corn Fodder for Milk Production, issued in May, 1888.

Bulletin No. 16, A New Method For Determining Fat in Milk, issued in July, 1888.

Bulletin No. 17, Report on Corn, Oats, Barley and Potatoes; Grape Growing, issued November, 1888.

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EXTRA-COLLEGIATE EDUCATION.

The effort of the University of Wisconsin to extend its influence directly to the mass of the people continues to give the most gratifying results. It has confined its efforts during the past two years, to the development of the lines already entered upon, namely, the Farmers' Institute and the Teachers' Institute Lectureship. The very pronounced good influence which has attended these, and the expressed desire for analogous efforts in the direction of mechanical institutes, and of the lecture system known in England as "University extension," justify the belief that the time is ripe for an extension of this extra-collegiate work.

FARMERS' INSTITUTES.

During the fall and winter of 1886-87, fifty-seven Farmers' Institutes were held; during the corresponding season of 1887-88 eighty-one Farmers' Institutes were held. The aggregate number of persons in attendance upon the latter series is safely estimated at 50,000, and the impetus which has been given to closer observation and experimentation among the farmers, and to the introduction of improved methods has been a source of surprise and gratification to all concerned in their administration. They have been an agency of incalculable value.

TEACHERS' INSTITUTE LECTURESHP.

A series of forty-two lectures, by Dr. Stearns, on educational topics, were given in as many localities in 1887, and a similar series, thirty-eight in number, have been given by him thus far during the current year. For the greater part these were given in different localities from those of 1887, so that about eighty places have received the benefits of these lectures.

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APPOINTMENTS TO FELLOWSHIPS.

To the John Johnston Fellowship, Walter A. Rogers, B. C. E., in Engineering.

To the University Fellowships, Miss Louise M. McMynn, A. B., in Greek.

Miss Harriet T. Remington, B. L., in German,

Mr. John E. Roesler, B. L. (Eng.), in History,

Mr. Harry L. Russell, B. S., in Biology.

LOSS BY DEATH.

The University has suffered an irreparable loss in the death of one of the ablest and most distinguished members of its faculty. Dr. R. D. Irving, Professor of Geology and Mineralogy, who was stricken with paralysis on the morning of May 27th, and passed away three days later. He combined in a rare degree the qualifications of a profound investigator and of a strong teacher. Thoroughness, mastery of the subjects he taught, facile grasp of difficult problems, graphic and humorous exposition, clearness of presentation, perfect candor and sincerity, earnestness, devotion and indefatigable industry combined to make him an effective instructor and a worthy leader not only in the mere intellectual work of his professorship, but in those moral and manly influences which belong to the true teacher. His loss is not alone a loss to the University and to the state but to the scientific world in which he had already gained an honored name and a weighty influence.

The Normal Schools.

THE NORMAL SCHOOLS.

EXTRACTS FROM REPORT OF J. H. EVANS, PRESIDENT OF THE BOARD OF REGENTS OF NORMAL SCHOOLS.

The buildings and portable property of each school are in good condition. Necessary repairs have been made when required for the preservation of property, and the comfort and convenience of the schools.

At the last annual meeting of the board, provision was made for a two-story addition, 45x100 feet, to the Oshkosh building. This was necessitated by the large attendance at this school. It provides room for the preparatory department on the first floor instead of the third, a new and larger room for an over-crowded primary department, a large hall for rhetorical and physical training, and rooms for the janitor on the first floor instead of the basement. This building is now in process of erection, and will be completed ready for use early in the coming school year.

The opening of the fifth normal school at Milwaukee was referred to in the last report. At that time some doubt was expressed as to the success of an experiment which relied very largely upon the ability of the high schools to furnish a sufficient number of pupils having the scholastic preparation to enter upon an almost purely professional course. The experience of the past two years gives encouragement for a continuance of the plan of organization of this school.

In the last biennial report of the president of this board, certain facts were noted as evidences of an improved public

The Normal Schools.

sentiment in regard to the special preparation of teachers for their work. There is a great and growing demand for teachers trained in the normal schools. Graduates find ready employment in the higher and more responsible positions in the public school service, undergraduates are called to the country schools, and subordinate positions in the graded schools. This recognition of the value of professional training has enabled the regents to make the terms of admission to the normal schools much more rigid, and to extend the time necessary for the completion of the courses of study, without causing any decrease in the number entering the schools, or in lessening the number of graduates.

As the educational system of the state becomes more perfectly organized the true function of the normal schools is more clearly understood; not only by the regents and the teachers, but also by the students and the general public. When the organic law creating the normal schools of Wisconsin was passed, the dominant idea, as expressed in that law, was to provide academic or scholastic instruction and training. The law provides for such instruction and training "in all the various branches that pertain to a good common school education," and "in all the subjects needful to qualify for teaching in the public schools," especially "instruction in the fundamental laws of the United States and of this state, in what regards the rights and duties of citizens." Lectures are authorized "upon any art, science or branch of literature." That the professional character of these schools was clearly in the minds of their founders, is shown by the provision for "model schools or schools for practice," and for "instruction and training in the theory and art of teaching." The founders of our normal school system builded wisely. They foresaw that the conditions then existing would not continue to exist; that as the state increased in population, and as better means of communication were provided, the appropriate work of the common schools, the high schools, the normal schools and the uni-

The Normal Schools.

versity would be more sharply defined. The progress of our school system in this direction has been very steady and healthful. The common schools and the high schools are taking upon themselves more and more completely the work of giving "instruction and training in all the various branches that pertain to a common school education." The normal schools, relieved to some extent from the burden of this work, are enabled to make more prominent the work of giving "instruction and training in the theory and art of teaching." Their courses of study have been modified and enlarged. Higher standards for admission have been fixed. Provisions have been made for persons of suitable scholastic attainments and intellectual capacity, to enter advanced courses. A strictly professional course of one year has recently been added for the benefit of such advanced persons as have the requisite experience in teaching. It is the aim of the normal schools to embrace in the instruction and training they give not only the mere mastery of the ordinary school studies, but also the ability to inspire in their pupils a healthful interest in the acquisition of knowledge; an appreciation of the "education value" of the various school branches, and skill in using them effectively, as instruments in the education of their pupils; ability to co-ordinate these branches into a continuous and progressive course; ability to organize, manage and discipline a school intelligently by philosophic methods. Such has been the direction of the growth of the normal schools of Wisconsin ever since their organization. Pursuing this plan such will be the direction of their progress in the future.

Thus the normal schools prove their vitality by their growth. In the spirit they inculcate, in the standards and ideals they maintain, in what they demand of their graduates, they show clearly the distinctive features that separate them from all other classes of schools, and the difference between them and the common schools of the state. As to their proper place and function in our educational

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system they are kept fully abreast, if not in advance of the best public sentiment. Indeed, they contribute largely to the formation and crystallization of that sentiment.

While the growth of the normal schools has been in the direction indicated,—towards a more purely professional ideal,—there still exists an imperative necessity for preparatory departments in these schools. This necessity will continue for years to come; as the character of the instruction becomes more professional, the necessity for the preparatory departments increases rather than diminishes. In these departments, by a brief course, students are familiarized with the thought and spirit of normal school work, and are thus enabled, fully as much as by direct improvement in scholarship, to meet the increasingly rigid tests for admission, and to enter with intelligent zeal upon the normal school work.

By new and improved facilities, and the most approved and philosophic methods of instruction in drawing, the normal schools recognize and meet the demands of the times for systematic training of the eye and the hand. Another healthful demand is met in the careful training given in vocal music. There can be no doubt of the value of such eye, and hand, and voice training, nor of the practicability of introducing such training into the common schools. When public sentiment demands drawing and vocal music more generally in the common schools, young people fitting themselves for teaching will demand more of this instruction from the normal schools. This increasing demand the normal schools are prepared to meet. Meanwhile they are efficient in aiding to create this demand.

Careful attention is given to the health of pupils in all our normal schools, by hygienic instruction and forms of physical exercise that can be readily reproduced in the common schools.

The Normal Schools.

PUPILS.

The enrollment of pupils in the different departments at the several schools during the past two years was as follows:

1886-7.	Normal.	Preparatory.	Grammar.	Intermediate.	Primary.	Total.
Platteville.....	266	26	77	21	41	431
Whitewater.....	280	46	33	35	40	434
Oshkosh.....	363	135	86	42	56	682
River Falls.....	161	43	43	34	43	324
Milwaukee.....	47	.....	50	47	47	191
	1,117	250	289	179	227	2,062
1887-8.						
Platteville.....	273	30	63	29	45	440
Whitewater.....	286	47	27	38	46	444
Oshkosh.....	363	108	84	55	50	660
River Falls.....	167	46	28	31	50	322
Milwaukee.....	53	.....	66	45	51	215
	1,142	231	268	198	242	2,081

The Normal Schools.

GRADUATES.

The number of pupils completing the prescribed courses of study during the past two years, is as follows:

	ELEMENTARY.		ADVANCED.	
	1887.	1888.	1887.	1888.
Platteville.....	4	6	8	12
Whitewater.....	13	18	4	12
Oshkosh.....	21	17	9	9
River Falls.....	10	15	1	1
Milwaukee.....			17	24
Total.....	48	57	39	58

The whole number completing the two courses since the organization of the schools is as follows:

	Elementary.	Advanced.	Total.
Platteville.....	149	210	359
Whitewater.....	304	167	471
Oshkosh.....	235	87	322
River Falls.....	222	29	251
Milwaukee.....		56	56
Aggregates.....	910	549	.....
Aggregates, both classes.....			1,459

TEACHERS' INSTITUTES.

Interest in the teachers' institutes continues unabated. In many of the counties the institutes reach nearly the whole body of common school teachers. Since the attendance of teachers is entirely voluntary, this general appreciation of the value of the institutes is highly encouraging.

The Normal Schools.

During the past few years a significant change has taken place in the duration of the institutes. The long institutes of four, six and eight weeks are now things of the past. By far the larger number of those now held are limited to five days. Experience has shown that under present conditions these five-day institutes are much more profitable than those of longer duration. At many of the shorter institutes the attendance, both in regularity and punctuality, is practically perfect. At the longer ones it is usually much broken.

Many of the institutes are very large, the enrollment often running from one hundred and fifty to two hundred. It frequently happens that these large numbers exceed the seating capacity of the rooms provided for the institutes. Necessarily a large part of the work is done during our oppressive August weather, and generally the whole burden of instruction falls upon the shoulders of one man. It is evident that these are not the conditions most favorable for effective work. Some of our more thoughtful county superintendents, instead of having one large central institute, provide for two or more smaller ones in as many different places. This plan yields better results, and should be more generally adopted, especially in the older and more populous counties.

In places where suitable rooms are available, the difficulty of managing the large institutes has been solved by classifying the teachers upon the basis of scholarship and experience in teaching. In this way the needs of different classes of teachers are more effectively met. Our institute system has now reached the point where the special needs of teachers, arising from the grade of work in which they are engaged, the educational advantages they have enjoyed, the professional experience they have had, should receive recognition by putting into these institutes the element of gradation and classification that has proved so beneficial and stimulating in our public schools. By a system of

The Normal Schools.

gradation, the instruction given the more capable and experienced teachers would naturally tend to professional training. Teachers would meet for conference, guidance and stimulus rather than for academic instruction. The time used in institutes of this class might be limited to two or three days. School officers would more readily grant their buildings for this work, and give their teachers the benefit of the law, providing that time spent in attending institutes may be counted as time spent in teaching. A larger part of the year would be available for this work, and a large part of the work could then be done by the regular conductors.

No great change has taken place in the character of the work done. The common school branches, their education value, the most approved and philosophic methods of teaching them, have received attention, together with methods of school organization and management. In physiology the attention of the teachers has been steadily held to the intent of the recent legislation, providing that the effects of stimulants and narcotics upon the human system shall be taught in the common schools. In the United States constitution, and the constitution of Wisconsin, much valuable instruction has been given in "what regards the rights and duties of citizens."

The following statistics are an exhibit of the number of institutes held in the state, length of time, number of conductors, enrollment, and the cost to the general fund and the normal school fund income.

The Normal Schools.

	1886-7.	1887-8.
Number of institutes, Autumn.....	49	53
Number of institutes, Spring	28	31
Number of districts and counties where held	58	60
Number of weeks' session	93½	100½
Number of regular conductors.....	5	5
Number of assistant conductors.....	29	45
Number of male teachers enrolled	1,250	1,497
Number of female teachers enrolled.....	4,674	5,143
Two-sevenths cost to general fund.....	\$1,759 55	\$1,975 08
Five-sevenths cost to Normal School Fund income	4,398 72	4,937 70
Total cost	\$6,158 27	\$6,912 78

Reports of the Visiting Committees.

REPORTS OF THE VISITING COMMITTEES.

TO THE PLATTEVILLE NORMAL SCHOOL.

HON. J. B. THAYER.

State Superintendent:

The committee appointed to visit the Normal School at Platteville for the year ending August 31st, 1888, respectfully report:

That each member of the committee has visited the school twice or more during the current year.

The grounds upon which the buildings stand, very limited in extent, and almost incapable of expansion, do not afford sufficient scope for the proper display of taste and refinement in external surroundings, those factors which enter so largely into the mental and moral texture, and in which our normal schools should be educators and models. The grounds are kept in reasonably good order.

Your committee found the buildings in pretty good condition. Most of the rooms were neat and clean and well adorned with suitable pictures, engravings, charts, etc. They found the Primary room especially well supplied with the necessary apparatus so well and successfully used in that department.

We were very favorably impressed by the extent and quality of the library, so well supplied with books of reference, encyclopedias, etc. In the department of Natural Science your committee found a stock of apparatus, chemical and philosophical and otherwise, highly creditable to the institution. In this connection we allude with great satisfaction and pleasure to the reading room lately established

Reports of the Visiting Committees.

and supported by teachers and students, and supplied with the best journals and periodicals of the day. This enterprise, in addition to the two literary societies connected with the school strongly emphasizes a proper and prevailing desire for intellectual improvement.

The system of heating and ventilation, the Ruttan system, is generally satisfactory, although at the time of the visit in the winter of two of the committee, the building was somewhat imperfectly and unevenly heated. In one room at the beginning of a recitation there was a temperature of 46°, while in another room soon afterward visited the temperature was 80°.

Believing that there is imperative need of more attention to the subject of hygiene in our public schools, we feel that in the management of our normal schools the utmost precaution should be exercised in all things pertaining to this matter, so that those who go forth from these institutions to engage in teaching and to lead educational thought may be deeply impressed with the supreme importance of guarding with vigilance the health of the pupils in our schools.

Your committee invite especial attention to the new and thoroughly successful system of water-closets. Without going into detail, the main features of the system are that the foul and heated air from the rooms is carried in a strong current through the vaults of the water-closets, *desiccating* the deposits and passing up through the ventilating shaft, thus leaving the upper rooms of the water-closets pure and odorless. No school of considerable size can in the interests of comfort and health afford to be without this system, which seems to be a satisfactory solution of that problem which has so long puzzled sanitarians.

In the matter of gymnastics, a subject of increasing interest among educators, we commend the exercises with dumb-bells and Indian clubs, etc., and the military drill conducted by the president. Is it not possible, as it seems to us desirable, that a suitable room for a gymnasium be

The Platteville Normal School.

secured by vacating the basement as a residence for the janitor and fitting up a part of it at least for such a purpose?

During a visit of two of the committee in the grammar school it was necessary to suspend the recitation on account of disturbance in the basement caused by piling wood, and they were told that this was not an unfrequent occurrence during the fall term.

Something of the class work of every instructor was observed, and, on the whole, your committee were very favorably impressed with it. Much of the instruction was exceptionally good. We note, however, a few features, chiefly unimportant were they not found in a normal school, which we are disposed to criticise adversely. In the work in arithmetic in the intermediate department, we think too much time was given to formal oral analysis, and too little to drill in accuracy and facility in performing operations. The science of arithmetic properly belongs to a later stage of school work. Pupils in this department appeared to be somewhat careless in regard to position, both at desk and in recitation, and there seemed to be a partial failure on the part of the teacher to secure that firm hold upon the attention of pupils at class which is essential to the highest degree of success in instruction.

In the teachings of the Professor of Political Economy there seemed to us a failure to attain that happy medium so difficult to acquire, of putting the pupil on the right track after the game, without killing the game for him — in short, that there was too direct help given to the pupil in his answers.

In the otherwise most admirable teaching in Latin, there seemed to us to exist that fault, so very common at the present time, of not insisting upon a thorough mastery of the elements of the language. We would as soon think of working out a problem in Algebra without knowing the

Reports of the Visiting Committees.

signs, as to expect to attain any proficiency in the Latin language without being perfectly familiar with the forms which indicate and constitute the meaning and relations of the words in a sentence, and so, of the structure and meaning of the sentence itself.

We regard the training department as a very important factor of a normal school, and therefore the practice work was inspected with considerable care and much interest. Much of the work observed was excellent and reflected much credit upon the superintendent and critic teacher, as well as upon the student teachers themselves. Yet, as might be expected, there was some work that was open to severe criticism and unfortunately, as it seemed to your committee, no one was at hand, frequently, to give the much needed aid and direction. We are therefore of the opinion that the supervision of this practice work is not and, without enlarging the supervising force, can not be sufficiently close and complete to secure the best results. The views of some normal students in this matter as recently given to a member of the committee, confirm this opinion.

It was observed that pupils in the model department were in several instances suspended from the recitation for trifling offenses. As methods of discipline as well as of instruction are copied by normal students too often without due allowance for a variation of conditions, we question the practicability of this mode of discipline.

The attendance in the preparatory department was quite small, and the question has arisen in the minds of your committee, whether this appendage, whose work is entirely foreign to the true work of a normal school, may not in the near future be severed from the institution. As to the condition and management of the school, on the whole, your committee must speak in terms of the highest commendation.

The Platteville Normal School.

We can only allude to special subjects of commendation; the evidences of thorough and successful training in music; the most excellent work in the department of natural science, illustrating that faculty of *drawing out* the powers of the pupil (for that is *education*—e-duco); the excellent teaching in methods and practice-work; the thorough and efficient drill in reading; the admirable teaching in English literature; the well-trying and approved management of the grammar school; the satisfactory conduct of the preparatory department; these and other features which we cannot stop to notice, all under a most wise and able and well-trying leader, make up an average of very high excellence. We cannot refrain from mention of the evident existence in a large degree of that element which constitutes the high character and the power for good of any such institution. The pure and bracing moral atmosphere which pervades the society of pure-minded Christian men and women, unconsciously gives tone to the manners and morals of the whole school. It is that “unconscious part of education” for which there are no rules laid down in the books on *Methods and Practice Work*. It shows itself here in habitual mutual courtesy and respect between teachers and students, and in increased proper self-respect and obedience to authority.

Respectfully,

SAM’L D. PULFORD,
E. C. WISWALL,
WM. HOOPER,
Committee.

Reports of the Visiting Committees.

TO THE OSHKOSH NORMAL SCHOOL.

HON. J. B. THAYER,

Superintendent of Public Instruction.

SIR:—The visitors appointed by you to the State Normal School at Oshkosh, for the year preceding the date hereof, respectfully report:

That they have given to the discharge of the duty required of them by law such time as it was possible for them to devote thereto. In the case of one member, such time was not limited solely by his conception of the official duty imposed by the appointment, but was somewhat restricted by the pressure of other engagements.

The conclusions herein stated relating to the school and the results which it accomplishes, are found in part from observation of those points during past years, as well as from that made at the times of official visitation.

In his first official report, which was made in 1871, the president of the school said:

“It shall be the aim of this school to imbue the pupil with an earnest respect for the culture to be gained by an accurate and discriminating acquaintance with the elements of knowledge and thought.”

The writers have since, at various times and places, met many of those pupils as teachers in the school-room, as attendants at institutes, and as applicants at examinations, and found that their acquaintance with the elements referred to was exact and thorough to a degree which showed that the proposed aim had been well taken and well kept, and that the promise made for the school is being fully performed.

The order and discipline of the school could not be better, and seem to be maintained without apparent effort on the part of the faculty. Self-control, self-respect, and that propriety of deportment which should always mark the

The Oshkosh Normal School.

teacher, who is charged in large measure with molding and guiding the morals and manners of children, were not found wanting in any pupil. The regard which each of the students entertains for the faculty, and in particular for its head, is too great to permit any departure from the principles of good behavior, which might disturb the existing pleasant relations, or give the president cause to fear that any pupil of his is capable of doing a censurable act in the field of deportment.

In most of the recitations witnessed, the students were held to a kindly, but sure and steady accountability for results, and any failure to make requisite preparation seldom escaped comment and correction. These were usually administered in a way to convince the pupil that the object in view was to promote his welfare, rather than to impose a penalty. In one instance, reprimand was given, which seemed somewhat too severe for the omission which apparently called it forth, and which on that ground the recipient might not easily be able to forget and forgive; but subsequent inquiry and explanation produced proof that a strong corrective was needed in the case, and that the teacher concerned was best able to judge of the remedy to be applied. It must be admitted and properly enforced that a normal school, wherein the state provides free tuition for those who are in turn to become teachers, and to stimulate children to intellectual activity, is no place to foster mental sluggishness.

It was not observed that time was wasted in recitation by attempting to draw from the pupil knowledge which was clearly not in his possession. Definite statement of what was wanted, fair opportunity for its production, and judicious questioning designed to expose error, or to suggest desired distinctions and proper lines of thought, still leaving to the pupil the work to be done, seemed to be the course generally pursued by the teachers. There were possibly a few instances in which, perhaps, a little more of helpful

Reports of the Visiting Committees.

and allowable suggestion, and of patient waiting for an earnest pupil, honestly struggling for clearer thought or more exact expression, might have spared him the consciousness of failure or inferiority. Such a pupil is as well entitled to his full share of the teacher's attention in recitation as a more highly endowed student, who is less in need of help, and whose performance is better than the class average. But manifestations of impatience on the part of the teachers, which rarely quicken or improve the mental processes of a slow or timid, but faithful pupil, were happily infrequent.

Some of the teachers bestow recognition, when the work of the pupil is of superior character, others withhold or omit it. The difference in practice is probably caused by difference in temperament, rather than by conflict of opinion as to the rule which should obtain. Commendation of a bright student, who highly estimates his own importance and capacity, may not be beneficial nor advisable; but a word or look of appreciation to the diffident or the mediocre is gratefully received, and sometimes tends to promote the growth of that confidence, which is often essential to success.

No disposition was shown by any of the teachers to place his or her own attainments in contrast with those of the pupil and to the latter's disadvantage; or to monopolize the matter of statement or demonstration; or to break in upon the pupil inopportunely, and take from him the credit of completing what he set out to do, and could do. Pupils are kept well to the front, and teachers give point, direction and unity to the work, and yet see to it that those who are to be benefited take that active participation and prominence therein from which come growth and strength. The personality of the teacher is wisely subordinated to the development of the pupil and of the subject matter of the lesson. But one instance is recalled in which the instructor did the work which should have been done by the class, and in that

The Oshkosh Normal School.

case the departure from true principles seemed to be caused by a partiality for the lecture method, and not at all to any desire on the part of the teacher to become the conspicuous figure of the occasion.

Correct expression receives due, but not undue, attention. It is not made the prominent feature in every recitation; it is regarded as evidence of correct thought, but not as of more importance than the thought itself. There is no turning recitations into language lessons and ignoring the real subjects of study.

The school appears to be free, remarkably so, from any rigid adherence to set, narrow, or inflexible forms of procedure, sometimes miscalled "normal methods." Liberal scope is given the student to produce results in his own way, and to state his thoughts in his own words, with due regard to economy of time and to progress within right lines in order to prevent waste. A better way may be pointed out, or he may be led to adopt more appropriate words; but in no observed case were the way or words of the pupil arbitrarily rejected for no better reason than that they did not conform to some prescribed or favorite formula of the teacher. Individuality and independence of thought are not sacrificed to mere form.

The intellectual movement of the school is smooth, strong and steady, free from jar or interruption. There is no aimless drifting anywhere. In each department are found order, method and purpose, which are unmistakably secured by a masterly supervision of the whole. This supervision is apparent or evidenced by its results alone, and not by the open exhibition of its authority, or the proclamation of its intentions, objects and mode of exercise. It is felt and recognized without being seen or displayed.

None of the work of instruction done by the faculty was of poor quality, but there were different degrees of excellence shown. Much of it was of the highest order, so far as the writers are competent to judge. Some of the teachers held

Reports of the Visiting Committees.

more closely than did others to the standard of the particular text-book, and supplemented less from other sources. In some departments, there was no room to doubt or question that the pupils saw clearly the practical value and application of each lesson, and its relation to the whole subject of which it formed a part; while in others, less attention seemed to be given to those points. In some cases, when a pupil failed, his subsequent statement that the light of full comprehension had been shed upon his mind in the course of the recitation, was accepted as conclusive proof thereof; in others, the assertion was courteously heard, but he was required to prove his faith by his works, which seemed to be regarded as the best and only competent evidence on that point. Some teachers, more than others, dwelt upon matters of detail and minor particulars; while some gave more importance to general laws and principles and their application. There were instances in which the teacher, while closely testing the preparation and knowledge of the particular pupil who had the floor, was apt to concentrate the attention of the whole class and hold it firmly to the subject; in other instances, this power was less marked. But such criticism as this may not be of much value; for after all, it is in substance but another way of saying what all know that in teaching, as in all other fields of human effort, all persons do not occupy the same plane, nor reach equal results.

The intimate knowledge which the president has of the habits, tastes, progress, capacity and mental peculiarities of each pupil, proves that the best interests of the students are studied and promoted with a solicitude and an insight into character, equal to that exhibited by the most thoughtful and intelligent parents, in relation to their own children. The students understand this, and mention it in terms of gratitude and appreciation, creditable alike to themselves and to him of whom they speak, and who possesses in surpassing measure their confidence and esteem. Herein, combined with his power as an instructor, lies the secret of

The Oshhosh Normal School.

his remarkable hold upon the school, and of the ready obedience yielded to its laws. Those whose circumstances compel them to leave before they have completed the course, do so with regret, and with the hope, warmly cherished, that at some future time they may be able to return and resume their studies under the beneficent rule and guidance which they have learned to value at its worth, and which, in their own work as teachers, they strive, in humble degree, to follow and adopt. The visitors have long known of the mass of correspondence addressed to the president by the former pupils of the school, seeking aid and advice in educational matters from one whose counsel is ever at their service and can always be followed safely and with honor. In those respects, as well as in the scholastic culture which it gives, the influence of the school is far reaching, and affects, indirectly but not inconsiderably, and always for good, the life and character of many a child who may not know of the school or its faculty. It is cause for deep regret, that this influence can be exerted, and those lines of sympathy and helpfulness extended, multiplied, and maintained, only by exhausting drafts upon the future, and the utmost self-sacrifice on the part of one who has earned the right to say with Othello: "I have done the state some service, and they know it."

*A separate report by Mr. Millard, giving his views on several points not herein considered, is submitted herewith.

MICHAEL KIRWAN,
A. W. MILLARD,
MARY J. DE LONG.

AUGUST 31, 1888.

Committee.

* For want of space, this special report is necessarily omitted.

Reports of the Visiting Committees.

TO THE RIVER FALLS NORMAL SCHOOL.

HON. J. B. THAYER,

State Superintendent:

The committee appointed to visit the River Falls Normal School for the year ending August 31, 1887, respectfully submit the following report:

The committee together visited the school twice during the year, once in December and once in May, and one member of the committee, Mr. Sabin, visited the school also in March.

At each visit the members of the committee spent from two to four days examining thoroughly into the condition, organization and management of the school.

The school building is in many ways admirably adapted to the purposes of the school, and in point of ventilation and sanitation is excellent, fully justifying, in the opinion of your committee, the reputation and prestige which it enjoys in this respect. The corridors, walls, desks and furniture, moreover, all indicate that the building is scrupulously cared for. The *morale*, too, of the school is good and healthful, there being a manifest cordial co-operation upon the part of the teachers, in prosecuting and carrying forward the work of the school, a strong homelike sympathy between the teaching force and the taught force, and upon the part of the latter, a desire to make the most of the opportunities at hand.

In regard to the helps or machinery of the Normal School proper, your committee are of the opinion that the physical and chemical laboratories, so ably presided over by Prof. King, are not supplied with apparatus and work tables adequate for what should be considered the purposes of a Normal School, to impart a knowledge of, first, the subject; second, how to teach it. Not less is it true in the depart-

The River Falls Normal School.

ment of physical science, than in the department of natural history, that the guiding maxim should be *see, handle, know.*

The library, too, is not as complete as one would reasonably expect to find in a Normal School, consisting, as it does, of a room, not long, except in comparison with its width, and so narrow as to necessitate the removal of the doors of the book cases, upon the shelves of which are some works on Pedagogics, some works of standard English and American literature, the so called standard poets and novelists, some of the more important historians, an encyclopedia or two, text books obsolete or in current use, and a cart load of public documents.

The school in regard to organization and administration is to all appearances in excellent shape. It could hardly be otherwise with W. D. Parker at its head. The several departments of work are well defined, and while each is in itself complete, its relations to the others are such as to make it a valuable part in a symmetrical and well compacted whole. It is the obvious aim of the school to make the most of its opportunities for good, and to bring to the mass of its pupils a large benefit, and, within the limitations of existing environments, to realize for the state as much as possible of the high purposes of the normal school system. While this may be true, your committee are of the opinion that the normal school at River Falls is not as yet fulfilling the mission of the ideal normal school, not because of inefficiency in the administrative and teaching forces, but because of adverse circumstances inseparable from the location of the school. The school is located in the pleasant little farming town, River Falls. It is, however, only seven or eight miles from the western boundary of the state, and too near to the educational and railroad advantages afforded by St. Paul and Minneapolis. The country surrounding the school and tributary to it is, much of it, new and sparsely settled, and hence has few good

Reports of the Visiting Committees.

district schools to create a demand for trained teachers and to furnish material suitable for a normal school to work upon. The result is as, in view of these facts, might be expected. The material applying for admission is extremely crude. The intellectuality of those admitted is much below what it should be, and would discredit a good grammar school. The attendance is small and inconstant. The students are nearly all in the preparatory and elementary courses, of whom but a small percentage finish even the elementary course, as is shown by the following tabulation furnished by President Parker.

ENROLLMENT.

<i>Normal School —</i>	
Gentlemen	53
Ladies	111
<i>Preparatory Department —</i>	
Gentlemen	14
Ladies	26
Total	204
<hr/>	
Number in first year of Normal course	102
Number in second year of Normal course	10
Number in third year of Normal course	3
Number in fourth year of Normal course	1
<hr/>	

It appears from this that but few attend the school beyond the first year of the elementary course, that nearly all of those enrolled leave before being certificated even. These deplorable facts have their explanation largely in the meager preparation for the work of the normal school brought by those who apply for admission, a fact consequent upon the unfavorable environments of the school referred to above.

Your committee therefore feel justified in making the statement that the River Falls Normal School is heroically confronting greater obstacles and patiently laboring under greater burdens than any other normal school in the state, and respectfully ask: Is there no remedy? Is it not to be deplored that many of these short term normals, these un-

The River Falls Normal School.

qualified-to-teach normals, because of the prestige consequent upon having attended a normal school, are given places in our common schools to the exclusion of some who, although having never attended a normal school, are, nevertheless, better teachers? Is it sound wisdom to load our normal schools (for this condition of things exists, in a less degree it is true, in the other normal schools of the state, Milwaukee excepted), with work that properly belongs to the common schools, and hence to dwarf them? Would it not be well gradually to raise the standard of qualifications for admission to the normal school and to make the full or professional course more attractive?

Concerning the character of the instruction given in the River Falls Normal School, but little need be said, and possibly it were better that nothing be said, for in order rightly to estimate a teacher's ability and value one should see, not a single exercise in this or that line, but also the sequential exercises. Then and then only can the inspector correctly see the tentative work done, the steady holding to a plan for a purpose, and the results of the work as seen in the growth and habits of thought upon the part of the pupils.

Your committee therefore hesitate to pronounce upon the character of the instruction given and, if mention is not made of one or another teacher, hope that it will not be construed as adverse criticism, but rather as suspended judgment.

The faculty as a whole is strong and able, and to all appearances, gives a cordial support to the president.

Particular mention may be made of Mrs. Parker, whose work in the Primary Department seemed to be a happy blending of the Kindergarten and primary work proper—a model school in this respect and in the homelike atmosphere which pervaded it. Good work seemed also to be doing in the other two grades of the Model Department so far as it was being done by the regular teachers in charge. Much of the so-called Practice or Pupil teaching, seen in

Reports of the Visiting Committees.

the different grades of the Model Department, was, to say the least, poor, and your committee consoled themselves with the thought that it was perhaps a necessary evil, and that the intelligence of the pupils would condone the mistakes of their "pupil teachers."

In the Normal Department the work of Miss Jones in history, and of Miss Foote in literature and reading, of Miss Caldwell in word analysis, was commendable. Miss Schreiber evidently was doing, in vocal music, a grand work. The excellence of her methods and the value of her work in teaching to read and sing by note, independently and in good time, can not be too highly appreciated.

The work in Latin was fair. A larger profit, however, would be derived from the language if closer work were done in its idioms, its grammatical forms, its syntactical relations, its word formations, and in accentuation as dependent upon quantity.

Mrs. Watson, in arithmetic and algebra was attractive and gave evidence of ability of a high order, both as a mathematician and teacher.

Miss Shultes, the supervisor of practice, appeared to be an enthusiast in her work. Enthusiasm is a good quality if properly directed; if not it sometimes leads to an attempt to cover too much ground in too little time with the usual consequences. If your committee failed to properly appreciate the value of Miss Shultes' work it was doubtless because of their inability to clearly see, in the short time at their disposal, its drift or to divine its purpose; and if Miss Shultes frequently found herself far above the comprehension of her pupils it was doubtless because of their low average intellectuality heretofore remarked.

Your committee would speak with commendation of the physical or gymnastic training systematically given to the students. Mr. Andrews, the physical training teacher for all the normal schools of the state, we understand, was by

The River Falls Normal School.

a happy fortuity at River Falls at the times of each visit of your committee. His methods and exercises seemed to be directed by good judgment, and to be well adapted to the needs of the students. We trust this feature may be continued and that there may result the crowning excellence and evidence of harmonious physical development — a firm, easy and graceful carriage, a sound body in which may dwell a sound mind.

In conclusion your committee are under obligations to the president and faculty for the ready aid rendered them in the discharge of their duties, and for their courteous and cordial reception and treatment. Because of this the work of your committee was easy and pleasant. There was manifestly no desire upon the part of the president and faculty to cover up or keep back anything. What was there was to be seen, and the impresssion made upon your committee was and still is that in view of the attending circumstances surrounding River Falls Normal School there is little in the condition, organization and management of the school to cricise adversely, but on the other hand much to commend.

J. C. CRAWFORD,
A. F. NORTH,
R. L. SABIN,
Committee.

Reports of the Visiting Committees.

TO THE MILWAUKEE NORMAL SCHOOL.

HON. J. B. THAYER,

State Superintendent of Public Instruction :

Your committee of inspection of the State Normal School at Milwaukee, visited the institution twice severally and made a joint visit in June.

We find the buildings well located and in good repair, as regards the interior. Sanitary considerations are well observed. The exterior of the building would be improved in appearance by repainting.

In the way of apparatus the physical and chemical laboratories are fairly well supplied. The former with serviceable apparatus sufficient to illustrate the principles of mechanics, sound, light, heat and electricity. The chemical laboratory with the necessary utensils and with twenty tables for students. We note that there is nothing in the way of illustration of subjects of natural history. Some cabinets of specimens illustrative of mineralogy and natural history would be of use.

The committee were interested to find in the building a shop supplied with wood-working tools, and to learn that the pupils had received some instruction in the use and exercise of them. We observed several objects of use for house and school-room which had been made by the young women, which evidenced skill of hand and eye, and a reasonable proficiency in the use of tools. The committee are of opinion that this experiment of exercising the young teachers in the shop should be continued, at any rate until it has been clearly demonstrated what value there is in it.

Owing to the comparatively small number of classes which must necessarily exist in a school having but two years, Junior and Senior, in its course, any experiments along educational lines can be better made by the state in this school than in any other. If the state is in sympathy

The Milwaukee Normal School.

with industrial education along the sterner lines, for its teachers and its schools, here at one of the most convenient sources of professional instruction is an inviting opportunity to experiment.

Your committee are not enthusiastic over industrial education in our schools, but many persons are, and since the State Normal at Milwaukee affords a much better opportunity for testing the educational value of this, than is afforded by any other similar place of instruction in the state, it is in our opinion the place where the experiment should be made.

The reading-room and library are supplied with necessary works of reference; and with the facilities afforded by the public library of the city, are a valuable adjunct of instruction.

The faculty seem well qualified for their several positions and to be working in harmony.

There is no lack of interest and earnestness among the pupils. As to the amount of work to be done, the instructors have set a high standard, but the pupils seem to be doing the work without haste or undue anxiety. The committee did not find that the instructors were endeavoring to teach too much or too many subjects. The faculty have a care that there should be a proper distribution of heavy and light subjects of study, in order that four or five difficult studies may not be assigned to the learner on the same day.

Anxiety has been expressed in high quarters during the year, lest the young women in the normal were overworked. One of the first objects with the committee was to see what the state of health of the pupils was. The pupils did not appear to be jaded and worn. They seemed to be in health and vitality, certainly equal, if not superior to the pupils of other similar institutions.

One cause for this, in the minds of the committee, was the excellent system of physical exercise which is ably

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taught and daily practiced by all the pupils. The committee have only words of praise for the Delsarte method. Besides giving the necessary physical exercise, it seems to promote a free and natural bearing. It takes pupils afflicted with awkwardness and rusticity, who do not know what to do with their hands and their feet, and gives them an easy and natural manner. It puts the pupils in possession of themselves, and gives them the bearing of ladies and gentlemen, rather than that of pedagogical drill sergeants or prim school ma'ams. It might be urged by the casual observer that the Delsarte method is not vigorous enough to be of much physical value. Let the doubter take a course of this training and he will find that it tends to develop muscle as well as grace.

One of the incidental effects of this system of exercise is in the direction of dress reform. It necessitates a freer, more comfortable, more rational fashion of dress for women. As the influence of the Delsarte system and its teachers is towards the adoption of fashions of dress more healthful, and more in accordance with the teachings of common sense, as well as more graceful, it is entitled to our commendation and entitled to a place in our higher educational institutions.

A free and liberal spirit seemed to characterize the manner in which instruction is given and the manner in which it is received; neither teacher nor pupil revealing any desire that the pupil should make himself a servile imitator in methods or in any other respect.

The committee might speak with especial gratification of certain departments of instruction, but where all attained so good degree of success, it might seem invidious to particularize.

Since there are very many calls for teachers to supply places in the Milwaukee city graded schools, owing to the unavoidable absences of teachers from their work, the stu-

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dents in the Normal are frequently called upon to fill these positions for short times. This gives excellent opportunity for actual experience and for tests of ability in actual work.

The committee are of opinion that any person who enters a normal school for the purpose of fitting himself for teaching, should not receive his diploma until he has demonstrated his efficiency by taking sole charge of a school of some kind for one or more terms. This, however is a matter for legislation.

We were pleased to notice the cordial relations which exist between the city schools and the normal, which is evidenced by the promptness of the superintendent and officers to secure the graduates of the normal for positions in the city schools.

Considering the large number of pupils in the Milwaukee High School, some four hundred we believe, it would seem that not as many graduates of the city high school avail themselves of the normal training as might be expected. In spite of this fact, however, and of the fact that the completion of a high school course is required for entrance to this normal, it appears that about twice as many persons are taking advanced work in this institution as in any other normal in the state.

JNO. C. FREEMAN,
CHAS. L. HARPER,
I. N. MITCHELL,
Committee.

The Whitewater Normal School.

WHITEWATER NORMAL SCHOOL.

As no report of the board of visitors at the normal school at Whitewater for the year 1887, or for the year 1888, has been received, the following report of the president of that school is here included, not only for the information conveyed relating to that school, but also because fairly representing statistics and interests relating to all the normal schools.

HON. J. H. EVANS.

President of Board of Regents of Normal Schools:

SIR—In reporting on the Whitewater Normal School for the *biennium* ending August 31, 1888, it has seemed wise to follow, so far as statistics are concerned, the plan of my previous report; since one chief value of such reports consists in the means of comparison afforded.

The course of affairs in the school during the time indicated has been one of uniform and quiet prosperity. Perhaps the most striking fact shown by the figures following is the steadiness attending all the operations of the school.

ENROLLMENT.

The enrollment of pupils in the several departments of the school has been as follows:

NORMAL DEPARTMENT.		
	1886-7.	1887-8.
Senior class	6	12
Junior class	16	2
Elementary class	15	26
Second-year classes	64	64
First-year classes	166	169
Special students	13	13
Preparatory class	46	47
Totals	326	393
Number of ladies	227	233
Number of gentlemen	99	100

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MODEL DEPARTMENT.

Grammar grades.....	33	27
Intermediate grades.....	35	38
Primary grades.....	40	46
Totals.....	<u>108</u>	<u>111</u>
Total in all departments.....	<u>434</u>	<u>444</u>

Here is found, except in the highest classes, a uniformity between the two years amounting almost to identity.

ADMISSIONS.

The record of entrance examinations is as follows:

1886-7	First term; Examined	104	Admitted	45
	Second term; Examined.....	32	Admitted	15
	Totals.....	<u>136</u>	.....	<u>60</u>
1887-8	First term; Examined	107	Admitted	55
	Second term; Examined.....	42	Admitted	15
	Totals.....	<u>149</u>	.....	<u>70</u>

It thus remains true, as in the past, that less than half of those applying for admission are found able to undertake the work of the normal department proper. Most of those thus found wanting enter the preparatory class for a season of elementary instruction and drill varying from ten weeks to a year in duration.

The following table shows approximately the character of the preparation received by those applying for admission:

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1886-7.	High School.	Graded.	District.	College or Academy.
First term.....	94	15	53	2
Second term.....	12	5	13	2
Totals.....	46	20	66	4
1887-8.				
First term.....	53	7	42	5
Second term.....	13	4	23	2
Totals.....	66	11	65	7

These figures, as compared with those of the preceding two years, show a considerable increase in the number of those coming to us from high schools and a corresponding decrease in the number coming directly from the country schools. Whether this movement is to continue, only experience will show; but recent action of the Board of Regents will doubtless greatly favor its continuance.

As to experience in teaching before coming to the normal school:

	Have never taught.	Have taught.	Average, in months.	Longest.	Shortest.
1886-7.....	101	35	14.6	50 mos.	1 mo.
1887-8.....	101	50	16.3	60 mos.	2 mos.

AGE OF ADMISSION.

Average age of those admitted in 1886-7, 18.7 years.

Average age of those admitted in 1887-8, 19.9 years.

The average age at admission for the past four years has been almost exactly nineteen years.

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ATTENDANCE.

The average *daily* attendance in the normal department proper for the year 1886-7 was 175; including the preparatory class, 210. For the year 1887-8, it was 173 in the normal department; including the preparatory class it was again 210. For the year preceding these two, 1885-6, it was 180 in the normal department; including the preparatory class, 209. Here we have a daily attendance, in the two departments combined, practically identical for three years; though a slight gradual increase in the requirements for admission has transferred a fraction of the membership from the normal classes to the preparatory, without changing the aggregate.

It also appears that this unvarying average attendance has been maintained in the face of a slight diminution in the yearly enrollment, thus indicating a steady slight gain in regularity, or permanency of membership.

That attendance is still unfortunately irregular, is shown by the following record of

WITHDRAWALS.

1886-7, First term	69	To teach.....	36	Other causes.....	33
1886-7, Second term	75	To teach.....	32	Other causes.....	43
Totals.....	144		68		76
	==		==		==
1887-8, First term	76	To teach.....	34	Other causes.....	42
1887-8, Second term	66	To teach.....	23	Other causes.....	43
Totals.....	142		57		85
	==		==		==

PRACTICE TEACHING.

The following table expresses the amount and distribution of the student-teaching for the years in question:

	1886-7	1887-8.
In preparatory classes.....	132 weeks.	80 weeks.
In grammar grade classes.....	89 weeks.	80 weeks.
In intermediate grade classes	300 weeks.	360 weeks.
In primary grade classes.....	330 weeks.	320 weeks.
Totals.....	851 weeks.	840 weeks.
	=====	=====

The Whitewater Normal School.

	1886-7.	1887-8.
Number of persons who taught	55	58
Average by each member of the senior class.....	17	19
Average by each member of the elementary class.....	23½	13½
Average by each member of two-two class.....	12½	11½
Average by the elementary class during entire attendance	36	27½
	==	==

CERTIFICATION AND GRADUATION.

The term *certification* is used in connection with the completion of the elementary course of 2½ years; the term *graduation* only to denote completion of the full course of 4½ years. The sanction of the school has been given as follows:

	1886-7.	1887-8.
Certificated	13	21
Graduated	4	12
Totals.....	17	33
	=	=

OCCUPATION OF GRADUATES.

The school graduated its first class in 1870. Since that date:

167 have graduated from the full course.

67 of these were teachers or superintendents in active service during last year (1887-8).

88 have taught every year since graduation.

6 have never taught since graduation; but *four* of them taught as undergraduates.

10 of the whole number have died; but *nine* of them had taught after graduation.

6 are now in medicine, law or the ministry.

15 have taken up non-professional vocations; though all but one of these have taught.

41 (ladies) have married from the profession.

6 have completed a course in college.

The 145 living graduates (omitting the class just sent out), have taught an average of 1.8 years before graduation, and 5.7 years since — from 8 to 10 months being accounted a year.

241 others have completed the elementary course.

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- 98 of these were teaching the past year.
60 have taught every year since certification.
19 have not taught since certification; but *ten* of these had taught before
8 have died, but *six* of them had taught.
9 are now in medicine, law, or the ministry.
30 have entered non-professional vocations.
56 (ladies) have married from the profession.
2 are pursuing (1888-9) the advanced course.

The 213 living (omitting the class just sent out) have taught an average.
of 1.5 years before certification and 3.2 years since.

The average length of time since graduation is eight and two-thirds years. As all average five and seven-tenths years of actual teaching, it follows that the whole body of graduates have averaged about fifty-six per cent. of the whole possible time. These figures make no allowance for sickness, matrimony, or other hindrance.

Of those completing only the elementary course, the average time since certification is six and six-tenths years. The whole body have averaged forty-nine per cent. of the possible time in teaching.

Of the 167 full graduates, 110 (65 per cent.) were women. Of the 241 others who certificated, 173 (72 per cent.) were women. Of the 283 women in both courses, 53 per cent. are still teachers. Of the 125 men in both courses, 42 per cent. are still in the profession; but the greater loyalty of the full-course men is shown by the fact that 63 per cent. of them are still in the profession as against 23 per cent. of the short-course men.

A detailed comparison of the foregoing statements with those in my last report would seem to show a slight falling off in the matter of persistence in teaching and loyalty to that work. The reasons for this decadence, if it be real, are not easy of discovery.

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THE FUNCTIONS OF A NORMAL SCHOOL.

While the distinctive purpose of a normal school is the training of young people for the actual work of teaching, it should be recognized that this training is by no means the narrow and specific work which it is so often assumed to be and allowed to become. No one in the world has greater need of true and symmetrical education, whatever its limit as to extent, than the teacher. No one has such need to exhibit in himself that harmonious, many-sided development which is the true ideal of education. I do not argue for any unnecessarily elaborate or protracted course of training, but only for a recognition of the fact that knowledge of any kind is only one factor in education.

It is the business of a normal school not merely to give a knowledge of matter or of methods, even, but also to present a concrete example of the *normal type* of education. It should be what its name implies. A normal school is not a mere trade school. Whatever belongs to the ideal education of a human being should enter efficiently, in due measure, into its curriculum. The normal school training should be a good preparation not only for teaching but also for life and for parenthood. To limit the training of the teacher, therefore, to those lines of tuition and those branches of knowledge which make up the narrow present demand of the generality of schools, public or private, is a shallow and short-sighted policy.

CONCRETE EDUCATION.

In application of the doctrine above stated, persevering efforts have been made during the past three years to enlarge and invigorate the work done here in certain much-neglected elements of education which I ventured in my last report to sum up under the somewhat loosely fitting term, "concrete education," namely: drawing, gymnastics, and manual training. These things are emphasized not as

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accomplishments, chiefly ornamental, but as solid and necessary factors of a right and truly practical education. Surely nothing can be more *practical* than sound bodies, trained muscles, and trained nerves.

As the work goes on with us, moreover, the intellectual and moral value of all these exercises becomes more and more apparent; and other departments of work are not weakened, but strengthened and vitalized by the attention given to these. Pupils find few things, if any, in the course more intellectually stimulating or more truly educational than our work in drawing as now organized. We invite the most careful inspection of the work with reference to what is here claimed for it. Our limited work in "manual training," confined to the use of wood-working tools, in connection with the class in physics, has long ago passed from the region of experiment into that of approved results. To us, it seems strange that a similar feature has not ere this been introduced into all normal schools, as it indeed has into many.

The work in physical training, inaugurated by Prof. Andrews, has been of great value; and notwithstanding the untoward event of his non-retention, we have managed to continue and advance the work during the year past. We earnestly hope for such further action on the part of the Board of Regents as will put it on a stable basis and enable us to make it still more useful and efficient.

WANT OF PERMANENCY IN THE TEACHING FORCE.

With such opportunities for usefulness as are presented to the normal school, of Wisconsin, no source of weakness ought to pass unnoticed or unremedied. It is a source of power in any school to have a permanent, coherent body of instructors; frequent and unnecessary changes are little less than disastrous. They lead to less of harmony in action, a less perfect co-ordination of forces, and less thorough appre-

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ciation of the character and needs of the instructed. It is, moreover, one of the greatest of evils that by frequent fluctuations in the teaching force the permanent interest of graduates and ex-students in their *alma mater* is greatly diminished, and the general moral force of the institution lessened. One secret of the power of endowed colleges is to be found in the great body of associations clustering about a permanent or but slightly changing corps of instruction.

It can not be denied that this school has suffered severely from the lack of that steadiness. In twenty years it has had four presidents. Beside the present president, but one member of the faculty has been such over ten years; while only one-half of the present number have been in the school over *three* years. And no less than sixty-four different teachers have fallen out of the faculty during the twenty years of the school's existence.

Four changes take place the present summer. And while the new-coming teachers give every promise of exceptional value and efficiency, even such rare good fortune does not repair the mischief of so great a dislocation of the teaching force. Such frequent changes would be unprofitable even if a better teacher were found to succeed each one departing. The remedy, so far as one exists, lies in showing a livelier appreciation of merit when found. Surely, no schools can better afford to pay what it is worth for good service than the Wisconsin Normal Schools.

IN CONCLUSION.

A pleasanter thing to speak of is the entire harmony which has prevailed throughout our corps, and the fidelity with which each teacher has devoted himself to the work assigned him and to the general interests of the school. For the loyal co-operation of my associates and for the cordial support of the Board of Regents, I am under sincere and lasting obligation.

ALBERT SALISBURY,
President.

Instruction in Charitable and Benevolent Institutions.

REPORT OF STATE BOARD OF SUPERVISION UPON INSTRUCTION IN CHARITABLE AND BENEVOLENT INSTITUTIONS.

To the Hon. J. B. THAYER,

State Superintendent of Public Instruction:

THE STATE PUBLIC SCHOOL for neglected and dependent children, located at Sparta, Robert T. Roberts, Superintendent, was opened on the 13th day of November, 1886, and the first pupil received on the 27th of the same month. Since then commitments have been steadily made until at the end of the biennial period, September 30, 1888, the admissions numbered 301 — 184 boys and 117 girls, ranging in age from 3 to 14 years, the limits prescribed by law, between which, children may be committed to the school.

As the institution is designed to be a temporary home and place of schooling for those committed to it—the main object being to place them in homes, as fast as proper ones can be found—the result of the school work is less satisfactory than in schools of less fluctuating attendance. The extent of this fluctuation is shown by the fact that while for the first year of the biennium under consideration the total number received was 137 the average number in school was but 67; and for the second year, the whole number received was 164 and the average number in school, 115. The obstacles in the way of the work from an educational standpoint, will thus be apparent to those familiar with the duties of the school-room. Nevertheless the methods pursued are, as far as they are applicable, those of the graded schools of the state, and the progress of the pupils all that could reasonably be expected.

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When children are placed in families it is one of the stipulations of the indenture that they shall be sent to school a portion of each year, and it is one of the duties of the state agent of the school to see that this, as well as other conditions, is complied with.

The majority of the pupils upon their admission are unable to read and write, and are deficient in the knowledge of things as compared with children of the same age born to better homes. For the younger children, especially those of this class, the kindergarten is the best agency for arousing the mental and mechanical faculties and securing their development; and a department of this kind was organized early in the present year, under a teacher trained in this work. Another teacher is soon to be added to this department, and every effort made to realize the best results from this method of instruction.

Of the 301 children admitted to the institution, 167 were under nine years of age, 129 under eight years, 97 under seven years, 57 under six years, 41 under five years, and 19 between three and four years. The work is therefore essentially primary in character. October 1, there were 29 in the kindergarten; 57 were reading the chart; 38, the primer; 21, the first reader; 51, the second reader; 29, the third or fourth reader; 15 were studying geography, and 80, numbers in some form.

Four female teachers of experience, in addition to the kindergarten, are employed, and such appliances of the school-room in the way of charts, books, etc., as experience has approved, are supplied as demanded by the progress of the work; and it is the purpose of those having it in charge to leave nothing undone to secure the best results.

The sessions of school including recesses are three hours in length, forenoon and afternoon, for five days in the week. Time is allowed for recreation, and the older pupils are expected to perform some light manual labor each day.

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The children in natural ability are about up to the average pupil of the public schools of the state; but the record of their parentage suggests difficulties in the way of their education, both on the mental and moral side, which may require special tact and care to overcome; but for whatever may be required in this direction there will be found ample compensation to the true teacher in the appreciation and confidence with which it will be met.

THE INDUSTRIAL SCHOOL FOR BOYS,

at Waukesha, Wm. H. Sleep, Superintendent, has had an average number of pupils during the past year of 359, and 334 for the year preceding. They are separated into two divisions for educational purposes, each alternately attending school half the day and working the other half, during each week day, excepting Saturday afternoon. Many of these pupils are unable to read and write when committed to the school, and a very large majority enter the primary department. The personal history of the boys, as kept at the institution, shows that many of them were habitual truants from, or had never been sent to school. This fact suggests the necessity for a stringent compulsory education law and the machinery for its thorough enforcement. The malign influence of habits of truancy and the entire absence of early school training upon the mind is very apparent among these boys. It is extremely difficult to get them interested in study, and their mental operations in the direction of books are, for many months, sluggish, and their progress slow. There are, however, many possessing bright minds who make rapid progress in learning, and during their residence at the school acquire a fair education in the branches comprehended in the course of a graded public school. The Board of Supervision has made it a general rule not to release boys on parole until they have passed into the highest grade in the school, believing that education is of the utmost importance in a moral as

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well as material point of view. There are departures from this rule in cases where there is reason to believe that the boy upon release will be steadily kept in school until his educational deficiencies are made up.

The course of study is embraced in five grades, and includes, besides the rudimentary branches, U. S. history, the state and national constitutions, and physiology. The methods of instruction conform to those of the best schools, and the organization is similar to that of city schools, having a principal and six assistant teachers, three of whom are ladies.

The industries in which the pupils engage are farming, gardening, caring for stock, tailoring, making boots and shoes, carpentry, painting, baking, and general work in the laundry, boiler and engine rooms, and in and about the buildings. The knowledge thus gained is of a very practical nature, while the physical development and manual dexterity resulting are no small part of an equipment for the gaining of an honest livelihood.

A library of books suitable for boys of their acquirements is maintained, and generally appreciated. The books most called for are those of travel, adventure and fiction; but the more substantial ones of biography and history are not neglected. Opportunity for reading is given each evening in the cottage sitting room.

As an evidence that the education and discipline which these boys receive in the school are effective in their radical improvement, the number returned for violation of the terms of the parole upon which they are released is only about six per cent. of the whole number committed to the school; and the number of those who after their discharge drift into criminal courses, so far as they can be traced, is still smaller.

The ages between which boys may be committed are ten and eighteen, and the commitment is until they are twenty-one years old unless sooner released by law. The Board of

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Supervision has power to release on parole whenever in its opinion the best interests of a boy will be promoted thereby; and practically very few are retained to the limit of the sentence—the average time of detention being less than three years.

THE SCHOOL FOR THE DEAF,

located at Delavan, John W. Swiler, Superintendent, had an average attendance during the year ending September 30, 1887, of 198, and for the year succeeding, 206. For several years the number of girls has been only a little over half that of the boys. The number of teachers employed is fourteen, five of them males. Three of the lady teachers devote their time entirely to oral instruction to such pupils as give promise of ability to acquire speech. The others employ the sign language, the manual alphabet, and writing, as means of communication with their pupils. One teacher devotes her whole time to giving instruction in drawing and penmanship.

The course of study requires eight years for its completion, but occasionally a pupil remains a year or two longer. The studies pursued are the fundamental branches of an English education, general history, physiology, natural history, and ethics.

The majority of the pupils enter the primary department, having no means of communication but the crudest signs, and no ideas except such as the eye suggests—indeed, with regard to matters of an abstract character, their minds are almost a blank. Nearly all of them, however, are bright, alert, and extremely anxious to learn, and their progress surprising when the obstacles which they have to surmount are considered. So much of their work in the school room is written, and the pencil and the pen are in such requisition in their communication with others, that they come to write with great facility and their penmanship averages better than that of hearing pupils, and often is really remarkable. The

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most difficult thing for them to learn is command of language—the structure of sentences and the nice distinctions in word meanings. When one remembers how much of human knowledge comes to the normal child through the sense of hearing, the statement just made is not one to excite surprise—rather is it extraordinary that they ever gain the mastery of the language, and come to write it, as some of them do, with clearness and even elegance.

The daily routine for the older pupils includes, for five days in the week, four hours in the school room, three and one-half in the shops, and two hours' study in the evening. The younger pupils—not including the youngest, spend about the same time in the school room, do light work about the premises, and study one hour in the evening. This latter class have a teacher with them during the study hour, but the former are, during this time of study, under the control of a monitor of their own number, who is responsible to the Superintendent; and the order is perfect, the pupils most diligent and earnest.

Oral instruction has been given in this school for many years, but of late this department has been enlarged, and systematic and thorough work is doing to the end that all capable of it may be taught to speak, and read the lips. Gratifying success has been achieved in a considerable number of cases. The theory of the school is that not all pupils can be given practical speech—at any rate not without special individual and long continued instruction, such as is not practicable in a school where the teacher has more than two or three pupils.

Practical work in manual training is systematically carried on here. The trades are shoemaking, type-setting and printing, carpentry and cabinet making. Each of these shops has a skilled foreman or teacher, and the pupils before leaving the school have gained such knowledge of one or the other of these trades that they can, if they desire, make living wages thereat. In fact not a few of the

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graduates are now comfortably maintaining themselves through the knowledge thus gained. The work is practically all done by hand, and the articles manufactured in the shoe shop and cabinet shop show a good degree of mechanical skill. In the printing office creditable job work is done, and a weekly paper is printed which in every way will compare most favorably with the weekly papers throughout the state. In this work are engaged eleven boys and four girls. In the shoe shop are employed thirty-four boys, and in the cabinet shop, eighteen. Several boys are also learning the trade of baker with the man who does the baking for the institution. The girls are taught house work and sewing; and they also have regular exercises in calisthenics.

A class of eight, four young women and four young men, graduated last June, and their parts in the public exercises on the occasion were alike creditable to the school and to themselves. Three other young men were also honorably discharged at the same time. It should be said in this connection that one of the best features of the school is its admirable discipline; and this is attained almost wholly by the judicious inculcation of moral principles—not by means of strong rules vigorously enforced, but by appeals to reason, and by the building of character. The full value of this influence of the school can only be appreciated by knowing the pupils at the beginning and end of their school course and following them into the activities of life.

THE SCHOOL FOR THE BLIND,

located at Janesville, Mrs. Sarah C. Little, Superintendent, had an average number of pupils for the year ending with September, 1887, of seventy-three, and for the year ending with September, 1888, eighty-four. The ages between which pupils may be entered are eight and twenty, although persons beyond the latter are for special reasons sometimes admitted. Instruction is given in what are usually re-

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garded the branches necessary for a practical English education, and in cases where the pupil evinces an unusual aptitude for learning he is given the opportunity for studying higher branches, and his time in the school is extended. Instruction is given in vocal and instrumental music, and pupils are also given the opportunity of learning some trade. Those now conducted at the school are carpet weaving, broom making, cane seating and netting. The girls also learn something of house work and are taught sewing and knitting. As a beginning of, or preparation for, manual work, the young children enter the kindergarten, which was established some three years ago, under a teacher who had made the work a special study. The training of this department is especially adapted to the needs of the blind, who must depend so largely upon touch for their knowledge of things and for helping themselves. One male and two female teachers are employed in the literary department, two female teachers in the department of music, and one male and one female teacher in the industrial department. The pupils as a whole possess about the average capacity of seeing children of their age, while occasionally one shows especial brilliance. Their physical defect makes the labor of instructing them very wearisome, and requires unusual perseverance on their part. Their achievements as a whole, especially in music, are extraordinary, secured as they are in the face of difficulties which to those unfamiliar with blind students would seem insurmountable.

A class of four, three young women and one young man, was graduated at the close of the school year in June last, receiving the diploma awarded by the Board of Supervision upon the recommendation of the Superintendent. Both the literary and musical exercises on the occasion gave evidence of thorough instruction and careful and conscientious study.

The school is supplied with a library of raised letter books, which the pupils soon learn to read by the touch, many ac-

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quiring great facility therein, and finding in them a mine of useful information and an unfailing source of entertainment. They are also taught to write in points, which gives them a means of communicating by letter with all those instructed therein. With these acquirements they are no longer isolated and no longer dependent upon others for their information and mental enjoyment. Raised and dissected maps and other of the latest appliances for the instruction of the blind are supplied, and the school is doing an educational work that can scarcely be too highly appreciated either from a social or beneficent point of view.

The vital importance of moral character and individual independence are impressed upon these pupils from their entrance into to their departure from the school. This teaching is made to cover physical as well as mental traits — the pupils are urged to develop their physical powers not only as a source of health but as a means of self-help. In brief, the object of the institution is to open to a sorely afflicted class a new world of enjoyment, and to make of them independent men and women; and this object is realizing in a marked degree.

LEWIS A. PROCTOR,
For State Board of Supervision.

The Wisconsin Educational Exhibit.

EXTRACTS FROM REPORT OF PROF. J. W. STEARNS, FOR
THE COMMITTEE ON THE WISCONSIN EDUCATIONAL EX-
HIBIT AT CHICAGO, JULY, 1887.

The work was arranged in the following order: The normal schools; city and county exhibits; schools for special classes. It must be regretted that this system was broken over in many details, making it sometimes difficult for those who wished to study one whole exhibit to find all the parts; but this resulted from the overflow of some departments and the presentation of much material after the general arrangements were completed.

Of the normal school exhibit, the material furnished by the school at Oshkosh first fell under the visitor's eye as he entered the building; and in this the art department was most conspicuous. First a series of black-board drawings for use in teaching history, cleverly executed with a few well directed strokes of the crayon, illustrate one of the many applications of this art to the work of teaching.

The Whitewater school presented a small but excellent collection of clay mouldings, as well as samples of shop-work. In addition to joints and lathe work, here are several philosophical instruments finished in workmanlike style and showing the possibilities in this line. The relief maps in putty, executed by the pupils, must also be mentioned.

Kindergarten work did not form a part of the normal school exhibit except in the case of Platteville, whose display deserves more extended notice than we are able to give it.

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In the county exhibits it was gratifying to note evidences that improved methods of instruction are finding their way into the district schools. The Sauk county exhibit was pronounced by competent judges the most satisfactory county exhibit in the exposition. That of Calumet county, also, deserves special mention. From an inspection of these, it is apparent that free-hand drawing, map drawing, language work, improved modes of number teaching, and busy work, including several kinds of the kindergarten employments, have already established themselves in the better class of country schools. Such teaching devices as paper coins for small children; mathematical forms in pasteboard; arithmetic cards with problems for seat-work on them; geography cards with questions for investigation; reading-charts prepared with a pen on manilla paper; wood engravings mounted on cloth or manilla paper; letter cards and word cards for combination by beginners in reading, and so on, are certainly encouraging evidences that in some parts of the state, at least, district school teachers are beginning to use their ingenuity in teaching, and therefore to break loose from the formal, routine, perfunctory recitation-hearing.

Another possibility is suggested by a few rude instruments from Calumet county. These are constructed without tools, except a pen-knife and a hammer, and imply no material beyond what any farm-house affords, except some bits of glass tubing, costing a few cents. They are a suction pump, cartesian image, camera obscura, levers, wheel and axle, pulleys, and so on.

Of the city schools contributing, the largest collections were from Janesville, Lake Geneva, Whitewater, Fond du Lac and Eau Claire. One important element of these collections was the examination papers. An inspection of these papers gave the impression that there is a steady advance in the kind of work done in the schools.

The development of science teaching is also a cause for

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satisfaction. The analysis of particular plants, with illustrative drawings of all the parts, like those from the White-water high school, showed painstaking and intelligent work. The use of color, in the drawings from the Marinette schools, suggest a further development of school work, which, from other portions of the exposition, appears to have attained fuller growth in other states than in Wisconsin. In zoology, drawings of a similar character attract attention. The studies of a crab, of a turtle and of insects, from the Janesville schools, and of a parrot, from the Marinette schools, will serve to illustrate the beginnings in this line. In geology, large crayon outlines on manilla paper, from the Ft. Atkinson school, are valuable aids in teaching, as are also the geological outlines from Lake Geneva.

In connection with arithmetic and book-keeping, a collection of thirty business forms, prepared by the pupils in the Lake Geneva schools, deserves to be mentioned for its completeness, and the excellent manner in which it was prepared.

Some interesting samples of work with a pen knife, as well as geometrical models in tin and wire, and specimens of needle work, were exhibited from the schools in Fond du Lac. The West Eau Claire school has made the only thoroughly systematized and continuous effort in industrial training, and its exhibit was, therefore, of especial interest. Here was shown a large collection of bench work by the pupils, with the working drawings which they had prepared beforehand, for their own guidance. This is a series of exercises systematically arranged for developing skill in making straight edges, joints of various kinds, etc. Besides this, the school exhibited creditable work in sewing, knitting, crocheting, and so on.

Of the state institutions for special classes, there were exhibits from the Industrial School for Boys, the Industrial School for Girls, the School for the Deaf, and the School for the Blind.

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The industrial schools exhibited manufactured articles. That at Waukesha displayed boots and shoes, socks and mittens, and clothing from the tailoring department.

The exhibit from the Girls Industrial School contained needle-work, knitting, crocheting, etc.

The School for the Deaf exhibited papers in composition, history, arithmetic and geography, with photographs of classes and teachers at their work. These were excellent school papers, as were also the crayon and charcoal drawings. The shoe-shop and the printing office were also represented. Fourteen different styles of boots and shoes were shown, all the work of deaf and dumb boys, and all showing excellent workmanship. The printing office showed a file of the *Deaf Mute Times*, published at the institution.

From the School for the Blind, at Janesville, were sent files of neat examination papers, collections of kindergarten work, in the line of cutting, folding and pasting, outline work (one *original* design in *color* being shown), and modeling in clay; besides the work in the industrial department. In this last class were observed specimens of sewing, knitting and crocheting, toy furniture made from sticks, ribbons and paste-board, and many useful and salable articles, such as hammocks, rugs and carpets.

Books were shown in the different styles of raised letters in use among the blind. There were also specimens of penmanship written with a lead pencil, upon paper placed above a grooved pasteboard. The papers submitted, showed not only the attainment of the pupils in literature, history and other branches, but also the method used in writing ordinary school exercises. The methods of teaching geography to blind pupils were illustrated by different styles of maps, showing political boundaries and natural divisions.

The musical department was represented by music printed for the use of the blind in the New York system of point musical notation, and by specimens of manuscript music written in the same point characters.

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On the whole, an educational exhibit is but an object lesson for teachers, and we all learn faster by object lessons than by any other means. It seems, therefore, eminently desirable that there should be established, somewhere in the state, a permanent educational exhibit, accessible at all times to those who may choose to visit it. This might consist of three parts: 1st. Materials contributed from schools illustrative of their work—such materials, for examples, as were sent to Chicago; 2nd. School furniture and apparatus, such as might be contributed for inspection, as samples of improvements, and 3rd. Text-books showing the chief improvements in methods and a series of the more important ones from the colonial times to the present.

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EXAMINATION FOR STATE CERTIFICATES.

July 30, 1888.

ENGLISH GRAMMAR.

1. Give the past tense and past participle of burst, can, buy, choose, flee, lie, seethe, weave, wring, drink. (b) Compare dry, famous, little, late, near; (c) Form the possessives (singular and plural) of sheep, lady, princess.
2. Analyze the derivative words in the following: (a) The industrious laborer wins wealth and happiness. (b) This proud princess was only a beggar girl in her childhood. She is the heroine of a wonderful and almost incredible story. (c) Thou art glorious in holiness, fearful in praises.
2. Parse the italicized words in the following: (a) Send *me* the *messenger*. (b) *Simon* they elected leader. (c) The door stood *open* for a moment. (d) Let us die the *death* of the righteous. (e) After sitting here with me an *hour* he went home *sick*. (f) Men may live *fools*, but fools they cannot die.
- 4 & 5. Which is correct? (a) Will (shall) you be able to attend? (b) We will (shall) be at home all the evening. (c) Hand him the note. (Ans.) I will (shall) attend to it promptly. (d) He writes that he will (shall) be unable to come. (e) I hope that we will (shall) have the pleasure of seeing you. (f) He that speaketh lies will (shall) perish. Write out the correct form, and where both are possible explain the difference of meaning of the forms.

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- 6 & 7. Analyze the following:

" And the width of the waters, the hush
Of the grey expanse where he floats,
Freshening its current and spotted with foam
As it draws to the ocean, may strike
Peace to the soul of the man on its breast —
As the pale waste widens around him,
As the banks fade dimmer away,
As the stars come out, and the night-wind
Brings up the stream
Murmurs and scents of the infinite sea."

- 8 & 9. Correct the following, and give reasons for the changes: (a) In proportion as either of these two qualities are wanting, the language is imperfect. (b) This is one of the reasons why the author did, and everyone else ought, to love nature. (c) She would not have liked it if she knew what they were doing. (d) Let each of the boys see to it that they mind their own business. (e) His mother was a tight rope dancer, who lost her life while performing that feat. (f) When moulting, we should take great care of canary birds. (g) Mr. Miller will give \$100 to any person who will do the above feat with their eyes wide open. (h) This is a phenomena common to an immense number of diseases. (i) Which of the two boys is the tallest? (j) He hadn't hardly a minute to spare.
10. (a) Use transitively and intransitively: ran, works, walked, whispered. (b) Change to the passive: No one has proved that he did it. You must not lose sight of its importance. That plan I had already thought of. We take no notice of such fellows. (c) Change to the direct discourse: His father, on parting from him, exhorted him to behave well, adding that he hoped to live to see him a captain. To this the brave boy replied that if he did not think he should come to be an admiral

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he would not go at all. (c) What are the antecedents of the italicized pronouns? We offered to divide it equally, but he would not agree to *that*. They had not heard from him for a week, *which* made them feel uneasy. “*Who* steals my purse steals trash.”

 ARITHMETIC.

Answer any nine of the following questions:

1. A dealer in horses gave \$7,560 for a certain number, and sold a part of them for \$3,825, at \$85 each, and by so doing lost \$5 a head; for how much a head must he sell the remainder, to gain \$945 on the whole?
2. B has \$620, C \$1,116, and D \$1,488, with which they agree to purchase horses, at the highest price per head that will allow each man to invest all his money; how many horses can each man purchase?
3. $\frac{(2 + \frac{1}{2}) \div (3 + \frac{1}{2})}{(2 - \frac{1}{2}) \times (4 - 3\frac{1}{2})} = ?$
4. Reduce $\frac{1}{2}$ to an equivalent fraction having 9 for a denominator, giving analysis of process.
5. A grocer sells sugar at $2\frac{1}{2}$ cts. a pound more than cost, and makes 20 per cent. profit; required the selling price.
6. The longitude of Cambridge, Mass., is $71^{\circ} 7'$ west, and of Cambridge, England, is $5^{\circ} 2'$ east; what time is it at the former place when it is 12 M. at the latter?
7. B has 6 per cent., C 4 per cent. more than A, and they all have \$11,160; how much money has A?
8. If one-half of an acre of land is sold for three-fourths the cost of an acre, what is the gain per cent.?
9. A note for \$710.50, with interest after three months at 7 per cent., was given January 1, 1884, and paid August 12, 1886; what was the amount due?

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10. Bought merchandise for \$2,250, cash; for what sum must a note be drawn at three months, so as to obtain that sum at the bank, interest at 7 per cent.?
11. Write a promissory note, payable on demand; a bankable note; a due-bill; an order payable in money; a receipt in full of all demands.

GEOGRAPHY.

Answer any nine of the following questions.

1. Draw an outline map of South America, locating and naming the principal natural features of land and water, and the principal islands, indentations and projections of the coast line.
2. Treat of the natural features of the United States: (a) land, (b) water, (c) climate, and show effects of these upon industries.
3. What geographical features help make London the metropolis of the world? New York, the metropolis of the United States? Milwaukee, the metropolis of Wisconsin?
4. Treat of the German Empire, as to its government, surface, rivers, agriculture and cities.
5. Name the important cities, the states and territories through which you would pass in going from Chicago to San Francisco, via the Union and Central Pacific Railway.
6. Contrast Asia and North America.
7. Name the races into which mankind has been divided, give geographical location of these, and describe the advancement in civilization made by each.
8. Define and locate: Panama, Constantinople, Bordeaux, Servia, Danube, Roumania, Yokohama, Shanghai, Melbourne, Soudan, Congo.

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9. Write of the Russian Empire as to size and rank, surface, rivers, seas, resources and commerce.
10. Locate the production of the following articles: Wheat, rice, cotton, iron, petroleum, gold, silver, spices, silks, tea, coffee, salt.
11. (a) Account for the milder and more uniform climate of the western coast of the United States than of the eastern. (b) At what places on the earth is the sun ever vertical at noon? (c) What circles on the earth would not exist, if the earth's axis were perpendicular to the plane of its orbit?
12. Treat of the manufacturing industries and resources of (a) England, and (b) the United States.

UNITED STATES HISTORY.

1. What events in Colonial or Revolutionary History are associated with the Hudson river?
2. What can you say of religious liberty or intolerance in the different colonies?
3. Give some account of the motives and progress of discoveries in the Northwest, down to 1787. What was the Black Hawk War? Who was Tecumseh?
4. What was the "Ordinance of '87?" Give chief provisions and some account of its adoption and political results.
5. Give sketch of the public life of James Madison or Daniel Webster.
6. Discuss the cause, occasion and results, political and social, of the Mexican War.
7. Tell of Bull Run; Gettysburg; Appomattox.
8. Describe the difficulties of the situation, and course of events during the "reconstruction period."
9. Describe the effect on social, commercial and political development of the South of the invention of the cotton gin, and on the West of the invention of the reaping machine.

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CIVIL GOVERNMENT.

- 1 & 2. Give the causes which led to substitution of the present Constitution of the United States for the Articles of Confederation. Name three men who were largely instrumental in securing its adoption, and sketch briefly their subsequent political services. What is the Federalist?
- 3 & 4. Describe the election of a Representative in Congress, from the calling of the primaries to the act of taking his seat. How much of this course of procedure is due to Constitutional requirement, how much to law, how much to custom?
5. Describe the process of law-making, as laid down in the Constitution, and as actually practiced by Congress. In what ways may a bill be prevented from becoming a law?
6. Discuss appointing power of the President, Constitutional provisions, Tenure-of-Office Bill, origin and purpose of the Civil Service Commission.
7. How may the State Constitution be amended? What amendment is now pending? How was the Woman's Suffrage law made operative, and what is its scope?
8. Describe the organization of the State Legislature?
9. Describe the organization of the Judicial system of the State.

PHYSIOLOGY.

Answer any nine of the following questions;

1. Give a brief general description of the bony system, stating its functions.
2. Describe muscular tissue and state the functions of the muscular system.

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3. Write a brief general description of the nervous system, including its functions.
4. Briefly describe the digestive system.
5. What are the purposes of food? Classify foods, and write the effects of different digestive fluids upon each class.
6. Trace a mouthful of food through its various processes and changes, until its nutritious portions are assimilated into tissue.
7. Write the general hygienic laws of the digestive system.
8. Briefly set forth the purposes of respiration, the needs and means of ventilation.
9. Trace the circulation of the blood, (a) pulmonary, (b) systemic.
10. With the aid of diagram, show the structure of the eye and how vision is produced.
11. State briefly the effects of alcohol upon the nervous system, and through this upon the circulatory, the digestive and muscular systems.

ALGEBRA.

1. Divide $\frac{1}{a} + \frac{1}{ab}$ by $b + \frac{1}{b} - 1$.

What is the reciprocal of $\frac{x^{-2}y^{-3}}{a^{-\frac{1}{2}}b^{-\frac{1}{4}}}$?

2. Add $\frac{a+b}{(b-c)(c-a)}, \frac{b+c}{(c-a)(c-b)}, \frac{c+a}{(c-b)(b-a)}$.

What is the above question made to test?

3. Explain in full detail the process of clearing of fractions. State a comprehensive rule for the process. Is it applicable in finding the square root of

$$\frac{a^2}{b^2} - 2 + \frac{b^2}{a^2} \quad \text{Why?}$$

4. Discuss profitable applications of Algebra to Arithmetic, to any part of Elementary Geometry.

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5. Define simple, simultaneous, homogeneous, biquadratic and symmetrical as applied to equations. Illustrate each.
6. (a) Make a quadratic equation, containing one unknown quantity, whose roots shall be 3 and 7. (b) Give a problem whose "statement" shall be your equation. (c) What method of solving quadratic equations depends on the facts utilized in answering (a)?
7. Solve and verify: $\frac{6x+1}{15} - \frac{2x-4}{7x-16} = \frac{2x-1}{5}$.
8. Given $3x^2 + xy = 18$)
 $4y^2 + 3xy = 54$) to find all values.
9. Two farmers sold their farms which together contained 140 acres, for the same sum. If the first had received the same price per acre as the second, he would have received \$1,800. If the second had sold at the same price per acre as the first, he would have received \$3,200. How many acres had each?

GEOMETRY.

- 1 & 2. (a) Prove that a circle can be circumscribed about any triangle. (b) Prove also one proposition quoted in proof of (a). What axioms are used in either demonstration. What propositions quoted are not proved?
3. Prove that the bisectors of the angles of a rectangle intersect to form a square.
4. In a trapezoid having two opposite sides equal, what about equal angles and diagonals? State definitely and prove.
- 5 & 6. A triangle has its sides respectively 10, 15 and 20 feet long. If a line be drawn parallel to the side 20 feet long, cutting off one-half the area of the triangle, where will it cut the other two sides? Prove the geometrical principle involved.
7. What is the volume of a triangular pyramid equal to? Prove.

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8. State propositions relating to measurement of volume of solids, from rectangular parallelepipeds to cone, in their usual, or any natural order. Or,
Prove one proposition of solid geometry quoted in proving (§), and state and prove one important application of (§).
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PHYSICS.

Answer any nine of the following questions:

1. State the theory of the constitution of matter now generally adopted by physicists. What is energy? What is an experiment?
2. What is a machine? Enumerate the advantages resulting from the use of machines. Write the general laws of machines.
3. Define dyne, foot-pound, erg, ohm, volt.
4. Describe the three states of equilibrium. Give examples.
5. Write Maritte's law, and describe its experimental verification.
6. With the aid of diagram describe a common air-pump and its action. How prove experimentally that air has weight.
7. Treat of polarization, and its electrification by induction.
8. Explain the action of the common plate electrical machine.
9. Treat of the telephone.
10. Write the laws of the vibration of strings. Explain the production of overtones.
11. Describe and construct (a) the diminished real image, and (b) the magnified real image formed by a double-convex lens.

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THEORY OF TEACHING.

1. State the most important principles to be observed in training the attention.
- 2 & 3. Discuss training to observe in such a way as to show (a) in what ways the observation of children is usually defective; (b) how these defects are to be remedied; (c) the importance of this training as related to subsequent development; and (d) the common errors in so-called object lessons.
4. Discuss the maxim "Never tell a pupil what he can find out for himself," so as to show (a) the reason for it, and (b) its limitations.
5. Rousseau says: "The abuse of reading is destructive of knowledge." Discuss the statement, showing (a) what the abuse of reading is, (b) how it is destructive of knowledge, and (c) how to counteract the abuse in school.
6. What are distinct concepts? Accurate concepts? Discuss the causes of indistinct concepts and of inaccurate concepts.
7. Discuss the training of the reasoning powers, showing (a) the general character of the training process; (b) the special value of arithmetic as an instrument; (c) the special value of physical geography.
8. Discuss methods of control as a means of developing moral judgment and self government.

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ENGLISH LITERATURE—HISTORICAL.

1. Effects of the Norman invasion upon (1) the language and (2) the literature of England.
2. Some account of two of the following authors: Sir Thomas Moore; Sir Philip Sydney; Edmund Spenser; Jeremy Taylor.
3. A sketch of the English drama before Shakespear.
4. Write an account of Shakespeare's life, with names of the chief contemporary writers; or, of the chief sources from which he derived his material.
5. Who are the two greatest Puritan writers of England? Give some account of one of them and his works.
6. Contrast the poetry of Queen Anne's age with that of Elizabeth's, naming three writers of the former.
7. With what significant change in the subjects and method of poetry is Cowper connected, and in which of his works is this best seen? or, give some account of William Wordsworth, and his views and aims.
8. Edmund Burke; Samuel Johnson; Edward Gibbon: treat of one of these.
9. Name four great historians of the nineteenth century.
10. Name some works of English Literature which you have read. What texts on the history of English Literature have you studied?

ENGLISH LITERATURE—CRITICAL.

1. State as fully as you can Mr. Emerson's view of Napoleon Bonaparte.
2. Of Shakespeare's play of Julius Cæsar, state (a) the sources of its material, (b) the time, and (c) the scenes.

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3. How do you justify the name of it, since Cæsar is slain in the first act of the third scene?

4. *Brutus.* "It must be by his death; and, for my part,
I know no personal cause to spurn at him,
But for the *general*. He would be crowned:—
How that might change his nature, there's the question.
- 5 It is the bright day that brings forth the adder,
And that craves wary walking. Crown him?—that;—
And *then*, I grant, we put a sting in him,
That at his will he may do danger with.
The abuse of greatness is, when it disjoins
- 10 Remorse from power; and, to speak truth of Cæsar,
I have not known when his affections sway'd—
More than his reason. But 'tis a common *proof*,
That lowliness is young ambition's ladder,
Whereto the climber upward turns his face;
- 15 But when he once attains the upmost round,
He then unto the ladder turns his back,
Looks in the clouds, scorning the *base degrees*
By which he did ascend. So Cæsar may.
Then, lest he may, prevent. And, since the *quarrel*
- * 20 Will bear *no color* for the thing he is,
Fashion it thus: that what he is, augmented,
Would run to these and these extremities;
And therefore *think him*, as a serpent's egg;
Which, hatched, would, as his kind, grow mischievous,
- 25 And kill him in the shell."

- (a) State in your own words the main points of this soliloquy. (b) What, if anything, do you find in it inconsistent with the Stoic virtue and republicanism of Brutus? (c) What does it show you of the character of Cæsar, and how?
5. (a) Explain the words and phrases in italics. (b) What is the relevancy of the fifth line? (c) Explain the ninth and tenth lines. (d) Why is the last word of the eleventh line printed as it is?
6. Sketch the character of Brutus in the play, as shown by (a) the way in which he was drawn into the plot,

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- (b) his bearing in it and effect upon its outcome, and
(c) his subsequent conduct in the war and his death.

(In answering the following questions the candidates will be allowed to consult the text.)

7. (a) Give your impressions of Thackeray as an essayist derived from the *De Finibus*. (b) State what you learn from it of his manner of composing, and of his relations to his characters.
8. (a) Quote the lines which seem to you to express most completely the leading thought of Locksley Hall. (b) Illustrate by brief quotations from it each point in the second sentence of the third paragraph of the characterization by Bayard Taylor.

GENERAL HISTORY.

1. Give an account of Alexander's conquest of Asia; or of the Athenian expedition against Syracuse.
2. Solon; Plato; Herodotus; Pericles; Pisistratus;—sketch any two.
3. Tell of the origin and result of the Punic Wars, and their effect upon Italy.
4. State the reasons for the reform proposed by Tiberius Gracchus, the character of his measures and the result of them to him.
5. Coriolanus; Marius; Cicero;—sketch the career of either one.
6. State the causes of the fall of the Roman Empire; or tell of the origin of "The Holy Roman Empire."
7. Give some account of the Norman conquest of England.
8. Sketch the career of Napoleon Bonaparte, from the return from Elba to the banishment to St. Helena.
9. Outline the story of the Crimean War.
10. Origin of the Franco-Prussian War, and its results in Germany.

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ART OF TEACHING.

Answer any eight of these questions:

1. Clearly distinguish between the science and the art of teaching.
2. "In teaching individuals teach the class;" (a) state some ways of doing this. (b) How will you make a recitation productive of careful and independent study by the pupil?
3. Distinguish questioning to test from questioning to teach, and discuss the necessity of each.
4. Distinguish mechanical from intelligent learning. (b) Should anything be learned by heart? If so, what and why?
5. Should a record be kept of the class-work of each pupil? Why? (b) How would you prefer to make such a record? (c) State the chief evils to be feared from daily marking.
6. State clearly what seems to you to be the chief results to be secured in the teaching of arithmetic in the elementary schools.
7. State what seems to you the best ways of forming in pupils critical habits in spelling, penmanship and composition.
8. Show the different effects on the pupils secured by (a) drawing from copies, (b) drawing from objects, (c) drawing from memory, and (d) inventive drawing.
9. Treat of written examinations, showing (a) the best way of preparing questions; (b) what they should test; (c) the tests of a good paper of questions.
10. Treat of dangers to the eyes from school life, and how to counteract them.
11. Treat of over-governing in school.
12. Discuss the objects to be kept in view in teaching geography?

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PSYCHOLOGY.

1. Explain carefully what is meant by "faculty;" by the growth of faculty. Treat of the order of development of faculties.
2. What changes in the character of knowledge are noteworthy in the passage from infancy to middle life?
3. Discuss the relations of growth of faculty and exercise, and of growth of faculty and habit.
4. Treat of the kinds of attention and their relation in the growth of mind; of grasp of attention; and of varieties of attentive power.
5. Distinguish sensation, perception, observation, conception, abstraction, induction, deduction.
6. Discuss the muscular sense.
7. Discuss the perception of distance and of solidity.
8. State the laws of the association of ideas.
9. Treat of complex associations, co-operative associations and obstructive associations.
10. Treat of the control of the feelings, so as to show (a) the effects of repressive expression; (b) dangers of over-control; (c) methods of control.

BOTANY.

Answer any eight, including the ninth:

1. What is a typical flower? Explain all botanical terms used in definition.
2. Discuss inflorescence. Illustrate (by drawing), and define the varieties of.
3. Name and discuss arrangement and function of essential organs of plants.
4. Discuss roots: mode of growth, forms, method of getting food; uses of, by man.

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5. Name, mentioning illustration of each, the various parts of plants used as food by man.
 6. Compare plants with animals and with minerals, giving resemblances and differences.
 7. Give characteristic marks, and mention one or two familiar species, of any three of the following: Labiatae, Compositae, Rosaceae, Cruciferae, Leguminosae.
 8. Give full description of plant on your desk.
 9. Where in the Course of Study would you put Botany? Why? How should it be taught?
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ZOOLOGY.

Answer any nine of the following questions:

1. Enumerate the important animal functions that are foreshadowed in the Amœba.
2. Describe the modes of reproduction in the common Hydra.
3. Enumerate the general characteristics of insects.
4. Treat of the common earth-worm. Enumerate utilities.
5. Describe the development of the grasshopper.
6. How do fishes perform the functions of respiration?
7. Set forth the characteristics which adapt birds to their special mode of locomotion.
8. Describe the stomach of a ruminant.
9. Describe the external anatomy of the cray-fish.
10. Refer each of the following animals to its proper sub-kingdom, class and order: clam, snail, locust, butterfly, bee, toad, snake, dove, dog, man.
11. Set forth the advantages to be gained by a proper study of Zoology: (a) economic; (b) disciplinary.

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GEOLOGY.

Answer any nine of the following questions:

1. Set forth the method of geological reasoning.
2. Treat of Feldspar.
3. Enumerate the more important methods by which rocks have been made.
4. Describe the ways in which limestones have been made.
5. Treat of the making of siliceous rocks or masses.
6. Enumerate the ways in which ice does geological work.
7. Elucidate the cause of upliftings, fractures and flexures of rocks, and of mountain making.
8. Sketch a map of Wisconsin, and indicate on it the areas that represent different geological ages.
9. Enumerate the important glacial phenomena observable in Wisconsin.
10. Treat of the characteristic life of the Lower Silurian age.
11. What geological work, if any, is now going on?

POLITICAL ECONOMY.

1. What is wealth? Origin? Distinguish it from Property and from Capital.
2. Discuss Capital; origin, offices.
3. State advantages and disadvantages to (a) individuals and (b) communities, arising from division of labor. Make special application of your statements to the case of a large school.
4. What are non-competing groups? Relation to division of labor.

Examination for State Certificates.

5. What is money? Its functions? Conditions affecting its value in exchange; kinds now in use in United States; differences between them; influence of banks on the supply of money.
6. What is interest? Conditions affecting the rate; distinguish rate from "insurance against risk;" account for general tendency of rate to fall.
7. Is a protective tariff also a revenue tariff? Explain fully.
8. What is the Mills bill? Its purposes? Why does the Revenue system of the United States need any changing? What is the bearing of your answer to (7) upon (8)?

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BAYFIELD COUNTY.

A. L. RUGGLES, SUPERINTENDENT.

The graded school buildings in Bayfield county are models of architecture and convenience. All buildings are new, and furnished with patent seats.

The high school building at Washburn has been improved in regard to the manner of heating and ventilating. Improved charts and maps have been added at Bayfield and Washburn. Outbuildings are sufficient, convenient, and with one exception, separate for the sexes.

In general, school boards do not pay much attention to attendance, regularity and punctuality of pupils. They feel that the teachers are employed for that purpose, and consequently pay little attention to the details of school work. When a request has been made by the teacher, rules and regulations for school discipline have been adopted. In this latitude pupils are unusually boisterous, and the experience of all teachers coming from warmer climates is that they are hard to manage. Every school board in the county has adopted a list of text books, and no difficulty has been experienced in having grounds cleaned up and repairs made when the attention of the board is called to it.

The average age of teachers in this county is over twenty-three years. The scholarship of teachers varies, ranging from a common school to a college education. Most of the teachers have had some normal training. Teachers of experience are usually employed, and the general manage-

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ment of school work is good. The majority of teachers are non-residents, and usually employed upon previous record.

The schools are visited very little by parents, except upon special occasions. A general assent is given to pay teachers good wages. With one exception, free text-books are used in the schools. The district library will meet with no opposition, when the laws governing it are put in proper shape. Good discipline, good instruction, and good appointments for school purposes are insisted upon by the communities.

The course of study has not met with the success it merits, in district schools. An effort will be made to more thoroughly establish it.

Public schools receive the unqualified support of most of our people, and the schools of Bayfield county rank well among the schools of the state.

BUFFALO COUNTY.

GEORGE SCHMIDT, SUPERINTENDENT.

The school-houses of Buffalo county, with but few exceptions, are creditable buildings. A handsome brick building was erected in the city of Alma during the year 1887. Being supplied with approved modern conveniences, such as furnaces, ventilating apparatus, and dry air closets, it now meets the demands of a well organized high school. Two new buildings are now in course of erection, and will be completed in time for the winter term.

As a rule the school-houses are on the main roads, near the center of the district, yet there are instances where but little foresight was displayed in the matter of selecting a school-house site: Evidently, sanitary considerations were not taken into account, for which reason we find some buildings in rather close proximity to marshes and other

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objectionable features. While there is but little ornamental architecture displayed in the construction of our school-houses, most of them are comfortable, and kept in good repair.

In the matter of improved seating, decided progress has been made within the past two years. Not less than three-fourths of our school rooms are now supplied with patent furniture.

All of the school rooms, excepting those in the city of Alma, are heated by stoves. Considering the fact that the stoves are invariably placed at one end of the room, it is quite impossible to maintain the desired uniform temperature. It is by no means unusual to find pupils suffering from excessive heat, while others occupying seats more remote, suffer from cold.

Two or three windows on opposite sides of the building supply the necessary light. Many of our school rooms are provided with curtains and a few with blinds.

On the whole, our schools are well supplied with apparatus. To my knowledge there is not a school in the county that is not supplied with a dictionary, a blackboard, and some kind of a map. Reading charts are in general use, while writing charts, anatomical charts, and globes, are rather the exception. I notice, that those teachers who are capable and willing to make practical use of apparatus, have little difficulty in securing it.

Outhouses are usually provided. In some instances, the different apartments are connected, under one roof—a very objectionable arrangement at best. Too little attention is given to the oversight of the outhouses. Those whose concern it should be seemingly fail to realize the evil effect of their neglect. The interest evinced by school boards in matters pertaining to education is far from being uniform. Some take an interest in the work of their school, and encourage their teacher by word and action; others are indifferent.

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The total attendance last year is somewhat less than that of the previous year. Teachers' wages have slightly decreased, despite the fact that the number licensed to teach has been diminished,

According to the town clerks' reports sixty-six districts have adopted lists of text-books. This would leave but sixteen districts that have not adopted such lists.

The average age of our teachers, is about twenty-two years. With but two exceptions I have refused to grant certificates to persons under seventeen years of age.

So far as scholarship is concerned, I think our teachers have made fair progress during the past few years.

Thirteen students from this county availed themselves of instruction at the River Falls Normal School the past year. This is undoubtedly the largest number ever in attendance at the normal school during one year, and is certainly a hopeful indication.

But one district in the county is reported as furnishing text-books free to its pupils. Only a few towns have availed themselves of the liberal provisions of the library law. Judging from present indications I am inclined to think that efforts will be made in different towns during the coming year to withhold the prescribed amount of money for the purchase of suitable books.

Ten public examinations of three days each were held at five different places in the county. Private examinations were discouraged as much as possible, but could not be entirely avoided.

A series of teachers' meetings were held at different points in the county, and were attended by a large number of teachers who took an active part in the work.

The teachers' institute held at Alma, beginning on the 20th of August, was well attended—sixty-eight active workers were present.

An effort to introduce a course of study in our country

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schools was not altogether successful, owing largely to the irregular attendance.

I am satisfied that the effort was not in vain. Many of our best teachers who gave the plan a fair trial succeeded in classifying their schools, and were enabled to do better work thereafter. Copies of the program and an outline of the work as contained in the manual were furnished to the several teachers.

BURNETT COUNTY.

MISS TENA NELSON, SUPERINTENDENT.

There are twenty-one school-houses in the county, three of which were built last year. In the older and more thickly settled portions of the county, the school-houses are usually conveniently located for the accommodation of school population, but in the newer and sparsely settled portions the districts are large and school-houses are frequently located at one side of the district, making it inconvenient, and in some instances impossible, for some of the children to attend school. Of the twenty-one school-houses in the county eighteen are in good condition, two are small and inconvenient, and one is wholly unfit for school use.

The school-houses are generally seated with patent seats, and lighted with three windows on each side. One has outside blinds, and about one-half are provided with curtains. The remainder are without shades of any kind. All the buildings are heated with stoves, which supply the usual condition of inequalities of temperature and lack of ventilation.

Every district is provided with blackboard, though in many instances not sufficient. Seven are reported without reading charts; six without a map of Wisconsin, five without a map of the United States, and nine without any globe whatever. Each district is supplied with a copy of Webster's S. S.

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ster's Unabridged Dictionary. Most districts are reported as having separate outbuildings for the sexes. In a majority of cases, however, the outbuildings consist of a single building with two apartments.

School boards are generally too busy to give much attention to the details of school work. It is apparent that there is in the county a growing demand for teachers of better qualifications, and a disposition to pay better wages for better services.

Nineteen of the twenty-one school districts purchase text books. Fourteen of these loan the books, and five sell them to pupils. School boards generally take good care of the school property, and are disposed to furnish necessary appliances, but little attention is given to improving and beautifying school grounds.

Thirty-two certificates were granted during the year. Of these, four were first grade, three second grade, twenty-three full third grade, and two limited third grade. The average age of teachers is twenty-two and six-tenths years. Fourteen of the teachers employed have attended a normal school, but none were graduates. More than one-half of the teachers reside outside of the county, and for that reason the changes are frequent. While the tendency is toward more experienced and better qualified teachers, the wages offered by school boards are not sufficient to secure the best. The lowest wages paid by any district is twenty five dollars, and the highest forty dollars per month; an average of nearly thirty-two dollars per month. The majority of the people in this county are Scandinavians, and are in full sympathy with public schools and public school work.

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CALUMET COUNTY.

H. SEVERIN, SUPERINTENDENT.

There are at present sixty-seven schools in Calumet county. All school-houses are situated away from noisy thoroughfares, and with the exception of two which are in the immediate neighborhood of swamps, are built on well-drained ground; the sites of two adjoin cemeteries.

Shade trees are to be found on twenty sites.

There are but five or six of what may be called convenient school-houses. A few are without halls; in others the halls are too small. In but a very few school-houses is a place where pupils can keep their dinner from freezing during the winter. The law requiring doors to open outward, is complied with in but a few cases.

The school-houses in thirty-three districts are in good condition, in twenty-four in middling good condition, and in ten in poor condition. Old-fashioned seats and desks are still in use in thirty-nine districts, while all rooms are heated by means of wood-fires in iron stoves.

Until recently, little or no attention was paid to convenience, proper light, ventilation, etc., in the construction of country school-houses.

There is some blackboard in every school, and there are reading charts in forty schools. While every school is now supplied with a map of Wisconsin, twenty-nine schools are without outline maps of any kind, and forty-four without globes. Nearly every teacher of the county owns a six-inch globe, which was bought for the trifle of twenty-five cents.

Most all districts have separate outhouses, and those that have not, have them with separate apartments for the sexes. The deplorable condition of the outhouses in many country districts, is due to the negligence of teachers and school boards.

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School boards in many cases give but little attention to school affairs; they leave almost everything to the teacher, in the selection of whom, many of them seem to be quite careful. Very few members of school boards will give any attention to classification, management, course of study, etc., of the school.

About nine or ten years ago the agents of publishing houses quite thoroughly canvassed the county, and got district boards to adopt lists of text-books; since then but very little has been done in that direction, and comparatively few changes have been made. These were usually made by the teacher, who wanted improved text-books, and without the official sanction of the board.

Since the number of applicants for certificates who attain the minimum standing required for a third grade certificate is less than the number of teachers required for the schools of the county, I was obliged to issue limited third grade certificates to applicants coming nearest the standing required. Such certificates were issued in no larger number than necessary, and are renewed only when holders of them do good work in the school-room, and show notable progress in succeeding examinations. The average age of the teachers of this county is twenty-two and one-half years, the average experience twenty-six months. Nearly one-third of the teachers of this county are of the male sex, nearly as many have had more or less training at the Oshkosh Normal School, while the majority of the remainder have attended a free high school. As a class, the teachers of this county have good government, but are deficient in the art of teaching. The reason is that we have a good many new teachers every year, and these have had but very little instruction in the art of teaching, and generally no experience. To improve matters, principles and methods of teaching have been mainly dwelt upon at institutes and meetings, and the study of professional literature has been emphatically recommended.

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CLARK COUNTY.

MISS ADDIE NEFF, SUPERINTENDENT.

Seventeen new school-houses were built during the past two years, most of them taking the place of old log buildings. I know of only one school-house I would call unfit for use, and I believe that one is to be replaced by a new one next year. Two school-houses are located in the woods away from a road. In these cases the school-houses are the pioneers and the roads will soon reach them. As the country becomes more thickly settled the school-houses are moved to accommodate the greater number. In the first place the building is located for the convenience of the few pupils without regard to the territory. The grounds are usually not inclosed. No trees are planted. In many cases the school building is near the forest and the children find plenty of shade. A few of the older school-houses have "home made" seats. The patent seats are almost universally used.

The buildings are fairly well kept. This is due more to the thrift and personal cleanliness of the teacher than to any attention from the school boards. In a few cases I have asked the school boards to have the school-houses cleaned.

Of the 100 district school-houses, not one can be said to be properly heated or lighted. All are built on the same plan, oblong, stove and teacher's desk in one end, pupils in the other, with windows on the opposite sides. The new stoves are the tall round ones. With the teacher at or near the desk, half of the school is hid from view. Little or no attention is given to the convenient relations of blackboards, recitation seats, maps and charts. The lack of convenience interferes materially with the efficiency of the school.

Through the persistent asking of the teachers, many of the windows are shaded. Newspapers are used when no shades are furnished.

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Of the 42 who attended the fall institutes of '87, 22 had attended high school, 2 colleges, leaving only 18 directly from the district school. Five of the 18 are now attending school. This was the smallest institute of the seven I have held in the past four years, but the report as to age and experience is much the best.

Of those attending the regular examinations, but few fail. The young people usually write for standings one or more times before writing for a certificate, thus becoming familiar with the requirements. Most of those intending to teach attend one of the graded schools before commencing to teach.

During the past two years 8 first grade, 47 second grade, and 324 third grade certificates were granted. Of third grade fully one-half were for six months. Unless an applicant shows excellent qualifications I limit the first certificate to six months.

Many of the schools are small. The power to control is not often severely tested. I find very few schools where disorder is conspicuous. In the larger schools I am usually asked to recommend experienced teachers, thus getting the more experienced teachers into the difficult places.

The manual of the course of study is in the hands of all teachers. I think the instruction in the lower grades much improved. Much is due to institute work based upon the manual. Very few district boards or parents know anything of the manual. I do not know of one district where the course of study is formally adopted, but the spirit is alive in many of the schools and I find many teachers giving thoughtful attention to it.

There is a lack of forcible teaching. Much of the work is well planned, but the lack of force on the part of the teacher leaves the work weak and unprofitable.

I very rarely find pupils over fourteen years of age in the district schools. Perhaps too much attention is given to the

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lower grades. Living in the midst of lumbering interests may have some effect.

Fifty-four of the one hundred districts loan books to pupils. One district changed last summer to the plan of each pupil buying books. I have heard much regret expressed.

Communities are willing to pay an established price, somewhere between \$25 and \$35 per month. They wish good schools, but do not wish to vary much as to prices paid.

Ten of the twenty-three towns have purchased library books. In the towns where the books were purchased last year, teachers report much interest manifested in the books by the pupils. Through the teachers much good will come from these books.

I find people everywhere interested, in a general way, in schools, but are too much absorbed in other matters to give them much time and thought. The future helpfulness of the schools must depend upon the teachers. A better educated and better trained class of teachers is needed.

DANE COUNTY (First District).

SYLVANUS AMES, SUPERINTENDENT.

Of the one hundred and twenty-seven houses in use in this district, all are rated good but twelve. They are usually well located as regards accessibility. The drainage is in most instances good. The majority of houses are well arranged and convenient. Improvements in seating are constantly being made. But few pine benches are used.

A few houses are well heated, combining convenience and utility, but a large number are heated by means of huge stoves located in the central part of the room.

The matter of proper ventilation is one that but few builders of school-houses seem to have considered.

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Few houses can be ventilated properly. The light is generally defective. But little apparatus has been purchased during the past two years.

Separate outhouses, well constructed, have been supplied for nearly every school-house, and there the oversight of teachers and boards seems to have stopped. There are but very few outhouses that are fit for use. The apathy of teachers and boards in this respect is astonishing.

The interest of school boards is not of a high degree. There are notable exceptions, however. Little attention is given to attendance, regularity and punctuality of pupils. No attempt is made to compel the attendance of those within the legal age.

Many boards adopt rules for the guidance of teachers and pupils, but rarely see that they are observed.

Most districts have a list of text-books adopted for use. Still teachers introduce books almost at will, thus increasing the great lack of uniformity.

Generally speaking, the boards look carefully to the proper use and care of school property, and are willing to provide necessary supplies.

The average age of teachers, and applicants for certificates is about twenty years.

In scholarship the range is wide, extending from college graduates to those possessed of very ordinary attainments. The large majority, however, are well grounded in the common branches.

The number of those who have had special training for their work is increasing. Many experienced teachers of common schools have resolved to attend normal schools—and the number of applicants for nominations to these schools is constantly increasing.

The attendance at institutes has been large and many have given proof of the value of the training received by their better work in school.

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The number of teachers able to interest, manage, control and instruct, while not large, is satisfactory.

Careful observation leads to the conclusion that too many of our people are willing to delegate the general oversight of school affairs to boards, and teachers.

Still a fair degree of interest is shown by the fact that there are but few who do not manifest a desire for a good school.

The interest in teachers' wages is of a varied character, and is largely regulated by the general prosperity of districts.

A number of districts have adopted a plan of supplying free text-books, and not one would go back to the old way.

But little interest is manifested in libraries. But one town has set apart the fund allowed by law for this purpose.

In the matter of good discipline and proper instruction a fair degree of interest is shown.

The course of study, when adopted gives general satisfaction. Teachers are handling the course fairly well.

The general public sentiment in relation to school affairs is healthy, but there is a great need of a thorough awakening all along the line. Efforts should be made to show the necessity of more regular attendance, and of better schools manned by more experienced teachers.

DODGE COUNTY.

JOHN T. FLAVIN, SUPERINTENDENT.

There are one hundred and ninety districts in this county, and the school-houses in the same, so far as location, convenience, and condition are concerned, vary largely. New buildings are being erected as rapidly as it is reasonable to expect. During the past two years, eleven new school-houses have been built. Many houses have been thoroughly reno

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vated and repaired, leaving but comparatively few in a really unsatisfactory condition. I have full confidence that the latter class will be generally replaced by suitable structures, before another biennial report is made.

Very marked improvement has been made in the matter of school furniture, and the modern patent seat is very generally used. A fair percentage of our schools are supplied with apparatus, but no great change can be noted in the manner of heating or lighting. Improvement has been made in these respects, but not sufficient to merit special notice.

Care is usually taken to erect good outhouses, but it would not be true to report them as always kept in proper condition and repair. They are far too often the object of reckless defacement. This spirit of wanton injury and destruction is gradually disappearing. Eighty-three per cent. of our schools have separate outhouses for the sexes.

In making the condition of things in and about the school-house favorable for the accomplishment of good results, by teacher and pupils, praiseworthy interest is manifested by many school boards, yet active attention to the attendance, regularity and punctuality of pupils is rather neglected. School officers, in many instances, seem averse to looking after the details of school management, and in this respect, the live, progressive teacher is the most potent factor in effecting desired improvements.

Two hundred and twenty teachers are now required to teach the schools of this district, and among that number there are ever likely to be found some who will scarcely reach mediocrity, but failure from lack of interest or honest effort is quite unknown. The character of applicants steadily improves, and it is extremely rare that we are troubled with requests or pressure to certificate young or poorly qualified persons. There is a manifest disposition on the part of about all who desire to enter the teaching force of this county, to properly prepare for the work by

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entering a higher school. It is not an exaggeration to say that the spirit of improvement and progress is everywhere apparent among our teachers.

It is difficult to determine accurately the interest of a community in the work being done in our schools. In almost every part of this county, when schools are in session, I find that the average patron has a very correct idea of the character of the work being done and the general condition of the school, though it is rarely formed from personal observation.

The demand for good teachers, and a willingness to liberally compensate them is steadily growing, which, of itself, is a cheering indication of an enlightened and wholesome educational sentiment.

The extension of the time for which first and second grade certificates may be granted, is a practical stimulus in the direction of leading more teachers to aspire for the higher grades.

There is one thing for which nothing else can compensate, and that is fidelity and devotion to duty on the part of those to whom the care and direction of our schools has been intrusted.

FOND DU LAC COUNTY.

THOMAS E. LYONS, SUPERINTENDENT.

As the report for the current year does not differ in a great degree from those of the years immediately preceding I base my comparisons on a report a decade earlier to show more forcibly the trend of our educational movement. A comparison of the current report with that of 1878, shows that there has been a marked decrease in our school population, and in the number of mature pupils enrolled. My observation leads me to believe that the attendance of wards under the age of sixteen is now more general

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and regular, while the attendance over that age is less. There has been an increase in the number of days' school maintained from 32,788 in 1878 to 34,156 in 1888, and a corresponding increase in the average number of days attendance of each pupil. In the improvement and equipment of school buildings there has been unmistakable progress, especially in the years since the enactment of the one-mill tax law. The report for the year ending June 30th last shows an expenditure of \$4,027.36 for repairs, and \$480.95 for apparatus. Four new school-houses are now in process of construction in the county, and, as repairing of old ones is almost universal, I estimate the expenditure for that purpose the present year at triple the above amount in the period referred to. There has also been a gain in the number of districts provided with maps, charts, and other necessary appliances.

Notwithstanding the decline in our school population and attendance, and in the number of mature pupils enrolled, we have the same organization we had in our most flourishing period. The result is that many of our district schools have degenerated into small primaries and intermediates, with a class of pupils few in number and young in years. Schools of eight, ten, and a dozen young scholars are not uncommon throughout the county, and it is no easy task to convince district boards that they need as warm a school-house and as good a teacher as if the number were greater and grade higher. This of course reacts upon the teaching body by reducing the number of positions that demand experience and capacity, and the consequent tendency is toward perpetual apprenticeship in the service. As soon as teachers attain proficiency in their work they are tempted from us by offers of more advanced positions and better salaries elsewhere. This is the *tendency*, and while we have strongly resisted it, it has frequently been at the expense of the teacher. A change in organization to meet the demands of changed conditions is the most urgent need

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of our schools. Town boards are slow to move in the reorganization of districts, and the natural inertia of the community is intensified by fear of additional expense in the event of adopting the township system.

Failure in the school-room is not so much the result of ignorance of what to do as it is of lack of power to do it. The safe place to deal with that deficiency is at the examinations. If there has been anything distinctive about the present administration, it is in the emphasis given that fact, and the stress laid upon the necessity of maturity and strength of the teachers.

The constant aim in examination has been to test the judgment and general intelligence of the applicants as well as their technical knowledge of the branches. Both oral and written tests were applied, and the stimulating and suggesting qualities of examination were sought to be utilized. The standard was set at the highest point that would yield a sufficient number of teachers, and only unlimited certificates were issued in the fall.

To secure a greater familiarity with it, questions growing out of the "course of study" and relating to it, were features of all examinations. While that course has not been formally adopted by a large number of districts, it has served beneficially to render teachers' work more continuous, uniform and steady. Examinations for completion of the course were given at the close of each winter term, and diplomas issued to such as satisfactorily passed. Arrangements have been made with principals whereby these diplomas are accepted in lieu of examination for admission to all the high schools of the county. Fifteen applicants took the examination last spring and nine were successful. The value of the scheme to our schools, however, should not be estimated by the number of graduates, but by the degree in which it has directed and controlled school work. In this respect I feel warranted in saying that our standing is

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better than the figures indicate; we have more of its spirit than of its form.

As aids to teachers in their work, beside the regular institutes, monthly teachers' meetings have been held at Fond du Lac throughout each school year, and local meetings at different points throughout the county as occasion offered. The programs were prepared with reference to the professional and general culture needs of teachers, the attendance was generally good, and the discussions practical. In general the attitude of our teachers toward their work, and the spirit manifested in performing it, is healthy, active and commendable. As I survey the field after more than three years' work that seems to me to be the one direction in which educational progress has been clear. We have a larger percentage of *qualified* teachers, fewer of the frivolous, incompetent and immature. This, too, seems to me to be the one direction in which a superintendent can and should compel progress. In other cases his power is advisory; here it is executive.

GREEN COUNTY.

J. L. SHERRON, SUPERINTENDENT.

Ninety per cent. of the school-houses in this county are located on healthful sites. Forty or fifty buildings in this county are so located that they do not equitably subserve the interests of their respective patrons in regard to convenience of attendance.

There are two school buildings in the county to which, until quite recently, there has been no public road. One of these highways is yet in such a condition that it is practically impassable except on foot.

The town clerks, for the last year, report one hundred and twelve buildings in good condition. According to my

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observations, there are between eighty and ninety school buildings in the county in a comfortable condition. This includes all buildings whose general appearance indicate that some care has been exercised in keeping them in a proper state of repair. Some of the buildings have, since I visited them, undergone repair, in a measure accounting for the difference between my estimate and the estimate of the town clerks. Of the remaining fifty buildings, nearly one-half of them are so old and badly shattered that economy suggests that they be replaced by new buildings.

During the past year two new school-houses have been built in the county, both of which are excellent buildings, and show a decided advance in school architecture. One of these is a primary room in the village of Albany, constructed of brick at a cost of \$1,500. Two school-houses are now in process of erection, both of which will be completed in time for use this winter. One of these is a high school room in the village of Albany, which it is estimated will cost \$4,500.

Improved patent seats are constantly replacing the old bench seats of former times.

The school-houses in the country districts are, without exception, heated by means of wood stoves. Windows are usually placed in the sides of the buildings, and sometimes, though rarely, in the ends. Less than one-half of the school-houses are provided with shades or shutters. In many buildings the windows are so placed that cross lights are produced.

Every school-house in the county is provided with a black-board of some kind. One-fourth of them are either so small, so poor in quality, or so inconveniently placed, that they are of little utility. Forty-nine schools are supplied with reading charts; eighty have a map of Wisconsin, and eighty-five have a map of the United States. About sixty are provided with a globe. Most of these schools which are supplied with a map of the United States and a map of

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Wisconsin, are also supplied with a complete set of maps. Quite a good deal of apparatus, especially in the line of maps, has been put into the schools during the last four years.

One hundred and twenty-two school-houses have out-houses, of which one hundred have separate outhouses for the sexes. Not more than one-half of these are in anything like a respectable condition, while there are eight or ten buildings entirely without out buildings of any kind. Out buildings, in too many cases, assume a condition of dilapidation and filthiness which is an outrage on public decency.

As a rule, little attention is given by school boards to the attendance, regularity and punctuality of pupils. Having employed a teacher, and having made such other arrangements as the exigencies of the case might seem to demand, the average school officer seems to feel that he has fully discharged his obligations to the district. There are some notable exceptions. It is seldom that a school board has refused to sustain a teacher in carrying into effect all necessary rules and regulations for the control and management of the school.

By correspondence and by conversation I have repeatedly called the attention of school boards and school patrons to the great advantage of adopting and using a uniform list of text-books, but have not succeeded in bringing about the desired result. Fifty-six districts have adopted a list of text-books, and of these forty-six use only the books adopted. Eight districts purchase the the text-books, of which five sell them to the pupils and three loan them. One healthy indication connected with the adoption of text-books, is that the quality of the book, and not its price, is its chief feature of recommendation.

Of late years there are a large number of applicants for certificates. Many of those who apply do not do so with the intention of immediately teaching, even if they should suc-

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ceed in obtaining a license. They are young persons who are working for an education, and they take examination as an educational test, and for the educational value which it may afford them. At the spring examinations there is a very large attendance of young persons from sixteen to eighteen years of age. Many of these have obtained common school diplomas, and they come to test their strength at a teacher's examination. It is needless to say that most of them fail. Most of this class naturally drift into the high and graded schools, from which, after a time, they emerge, and become the teachers of the rural schools. The average age of those to whom certificates were issued during the last year, was twenty-two years. Some idea of their general scholarship may be gathered from the fact, that out of two hundred certificates issued, seven were first grade, twenty-five second grade, and the remainder third grade, of which twenty-one were limited. The recent law extending the time of first and second grade certificates has had a very wholesome effect among the teachers of this county. Very few of the teachers have ever had any special training, except what they may have received in teachers' institutes. Forty-six certificates were issued to male teachers during the past year, which is a greater number of male teachers than I have licensed in any previous year.

Interest in the community is another one of those indefinite qualities which I find very difficult to gauge. So far as it is shown by the amount of wages paid to teachers, the following may serve to indicate. The lowest average wages paid to male teachers in any township during the last year was \$30, while the highest, excluding graded and high schools, was \$40. The lowest average wages paid to female teachers in any township for the same time, was \$19.25, and the highest, making the same exclusion as above, was \$26. The average wages paid to male teachers throughout the county, including graded and high schools, was \$41.50, and to female teachers \$23.33.

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There appears to be positive and universal opposition to the practice of furnishing free text-books, as is evidenced by the fact that but three districts in the county loan text-books to the pupils. District libraries do not exist except in two or three cases, and these are very limited in the number of volumes which they contain. The recent law in relation to the establishment of district libraries has not met with the support which its friends had hoped. I feel confident that no small amount of the opposition to this law is founded on a wrong apprehension of its true intent, and as soon as the people in general come to perceive more clearly its utility, and the benefits it would confer upon the schools, much of this opposition will doubtless disappear.

Outside of the teachers, very little is known as to the nature and aim of the course of study. So far as I have been able to learn, the course of study is neither opposed nor favored by the people. Teachers have this matter wholly in their own hands, and they are at liberty to do as they choose with it, so far as the patrons are concerned. The holding of annual examinations in each district, based upon the course of study, and granting diplomas to those pupils who are successful in passing, has done more to arouse a public interest in this direction than any other practice which I ever have tried. While the people, engrossed in the cares and anxieties incident to the struggle for existence, often appear to become forgetful of the duties which they owe to the public school, yet I know there does exist an abiding appreciation of its advantages, and a powerful, though sometimes latent, sentiment in its favor.

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GREEN LAKE COUNTY.

A. W. MILLARD, SUPERINTENDENT.

In general the school-houses of Green Lake county are centrally located, either geographically or with reference to the school population. Some districts are territorially large, compelling the children to walk a long distance and causing, during the winter months, an irregular attendance. So far as healthfulness of location is concerned there is no ground for complaint. Many improvements have been made in the buildings during the past two years, so that there are no uninhabitable buildings used for school purposes. The village school houses have been much improved in Kingston and Marquette, re-seated, new floors and many much needed improvements made. In Markesan a new building is being erected. Districts Nos. 2 and 3, of Marquette, held their first terms of school in new buildings last winter. Nearly all buildings are furnished with patent seats, and especially new buildings.

Most buildings are poorly supplied with blinds, though I noticed a decided improvement in this direction during my summer visits. Many buildings are lighted by windows upon all sides, admitting the light at all angles. Stoves placed near the inner door with pipes running the entire length of the room, are used for heating, and little heed has been paid to ventilation, especially in buildings erected years ago. Comparatively few schools are supplied with apparatus, and though repeated attempts have been made by institute conductors to familiarize teachers with its use, they have in most cases failed to respond to a free and intelligent use of the apparatus at their command. Only forty-two of the schools are reported as being supplied with Webster's unabridged dictionary, and eight with reading charts. Writing charts are generally in use throughout the county.

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Fair blackboards are found in all school rooms, in the majority of cases good ones.

No great care has been given to adorning or beautifying school grounds, and only a few are enclosed.

Outhouses, in a number of cases, are in bad condition. Repeated attention has been called to this matter in reports to county boards, and through the notices published, from time to time, to teachers.

School boards are, in the main, elected without reference to their fitness for the position or their interest in the school. As a result very few boards visit the schools, but consider their duties discharged when the teacher is hired. The management and discipline of the school is left almost entirely with the teachers.

In a majority of the schools a list of text-books has been adopted by the board, but owing to their carelessness in looking after the interests of the school, and the prejudice of the teachers against the books adopted, a lack of uniformity exists in the schools, and throughout the county.

From reports made by the teachers, and from knowledge obtained from school visitation, I find that teachers are endeavoring to grade the schools in conformity with the "Course of Study" recommended by the State Superintendent. Of the eighty pupils who have written for diplomas in the county, forty-nine have received them. Those who failed have been re-examined upon branches in which they did not pass.

I find district boards show very little interest in the matter of organizing and grading schools.

Only about fifty per cent. of the teachers in the county have attended other than a district school, but there is a growing sentiment in the community in favor of more competent teachers, as indicated by increased wages and the demand for teachers of better education and more uniform discipline.

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The attention of all has been called to chapter 436, laws of 1887, in my report to the county board of supervisors. As a result, many of the town treasurers withheld money for the purchase of school libraries, as provided by said law. The town boards have, in a number of instances, submitted the matter to a vote of the people, who have decided to have the money held in reserve, or paid over to the several districts from which it has been withheld.

One of the greatest difficulties with which we have to contend is the indifference of the community to the progress of the schools. But while there are many hindrances to the well being of the schools, progress is being steadily made.

JACKSON COUNTY.

W. J. HOSKINS, SUPERINTENDENT.

There are eighty-five schools in Jackson county, employing one hundred teachers. Black River Falls has a graded school of nine departments, and a free high school employing three teachers. Merrillan has a graded school of four departments, and a free high school employing one teacher. Two other graded schools, each of two departments, and seventy-nine district schools, complete the number of schools and teachers.

The high school building of Black River Falls, and two district school buildings, are made of brick, eight are made of logs, and seventy-two are frame. The log houses are, with two exceptions, unfit for school purposes. The frame houses represent all degrees of excellence, from the plain but substantial building of six rooms at Merrillan, to the unpainted, unplastered contrivance of some lumbering districts. Of the seventy-two frame houses, thirty-one are good, twenty-nine fair, and eleven poor. Five school-houses have been built within the past two years, and others will

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soon be built. As a rule, the school-houses are conveniently located.

Very little is done in the majority of districts to beautify either the buildings or the grounds, though some of the sites are remarkably well chosen, and are well adapted to ornamentation.

Forty of our schools are furnished with patent seats, and forty-three with pine desks and seats.

Most of the school-houses have three windows in each side. Some have two in each side and two in the end opposite the door. A few schools are provided with outside shutters, and about one-half are supplied with shades.

All the schools, except the high school at Black River Falls, are heated by stoves, placed generally near the door. The Merrilan school is provided with a drum heating and ventilating apparatus. Two district schools have devices for ventilation, but I have been unable to discover any special device in any of the other schools.

With respect to apparatus, thirty-one of the schools have a map of Wisconsin, forty-two a map of the United States, sixty-seven a Webster's unabridged dictionary, twenty-one a globe, thirty a map of Jackson county, twenty-five reading charts, six arithmetical charts, and three anatomical charts. All the schools but one have some blackboard. Of the eighty-three schools, twenty have good blackboards, forty fair, twenty-two poor, and one none. These data have been carefully collected from personal inspection. An unwonted interest in apparatus was apparent during the past year, and several schools were supplied with dictionaries and maps.

The duties of the district boards are generally performed in an indifferent, perfunctory manner. Very little attention seems to be paid to the attendance, regularity and punctuality of pupils. Monthly reports from the teachers to the superintendent indicate that the boards rarely visit the schools. I have found in some schools regulations

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adopted by the boards for the government of pupils, but the custom is by no means general. Usually, upon inquiry, I have found that the regulations were made to meet some special case of misgovernment or insubordination. Lists of text-books are generally adopted, and, as a rule, adhered to. A multiplicity of text-books is rarely observed.

Since January, 1887, I have examined three hundred sixty-one persons, and have issued two hundred seventy-eight certificates, classed as follows: first grade, one; second grade, twenty-four; third grade, one hundred twenty-seven; limited certificates, one-hundred twenty-five. Of the three hundred sixty-one persons examined, three hundred twenty-six attended the public examinations, twenty-eight private examinations, and seven were examined by transferring papers from other counties. For a limited third grade certificate I required an average of fifty, for a third grade sixty-five, second grade seventy, and first grade eighty. Applicants were required to write at the next examination only upon those branches in which they fell below the minimum standing. I refused to issue more than two limited certificates to the same person. This plan has worked admirably here. By concentrating their efforts upon the weak points, teachers have been able to make definite progress. This fall most of those who a year ago received low marks, have passed very creditably. I have found the applicants most deficient in orthoepy, mental arithmetic, written arithmetic, United States history, and the constitutions. A question which called for accuracy of statement, definite knowledge, or an exercise of judgment, was almost invariably unanswered or wrongly answered. In the theory and art of teaching there was a perceptible improvement. I attribute this result partially to the reading circle, and partially to the fact that I made the examination in this branch thorough and prominent. About fifty of our teachers are enrolled as members of the

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reading circle, and the influence of professional reading is plainly discernible.

Three of our teachers hold state certificates, and nine have attended normal schools. During the past two years we have had three institutes,—one at Merrilan, and two at Black River Falls. Good work was done at each of these institutes, but the general opinion of those who attended is that our last institute was the strongest ever held in the county.

The average age of the teachers to whom certificates were issued last year is twenty-two and six-tenths years. Of the two hundred seventy-eight certificates issued since January, 1887, three were to persons sixteen years of age. Many teachers of this county of several years' experience, are really less successful than some young teachers with their first schools.

The average wages paid to male teachers during the year ending June 30, 1888, was thirty-four dollars, fifty-three cents. The average wages paid to female teachers during this year was twenty-seven dollars, eleven cents. For the previous year the averages are thirty-nine dollars, forty-six cents, and twenty-six dollars, eighty-three cents. The total amount paid for teachers' wages for this year is, however, largely in excess of that for 1887. The mill tax and the six months' requirement, are exerting a favorable influence upon the schools, and probably explain this excess.

Fifty-two districts purchase text-books. Of these, forty-two sell the books to pupils and ten loan them.

The library law seems to meet with general favor. The town of Alma was the first to take advantage of the law, and now has about two hundred volumes distributed among its eight school districts. Other towns, this year, have availed themselves of the benefits of this excellent educational measure.

The course of study has been officially adopted in only one district. We are progressing slowly in this line. In

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several of our schools, the scheme would be impracticable, but many, perhaps three-fourths of them, would be greatly benefited by its introduction and use. An extraordinary demand has been made the past year, for copies of the manual. Many of our teachers shape their work in accordance with its directions. Upon the whole, we occupy more advanced ground in this respect than ever before.

Everything considered, the educational outlook is encouraging. Scholarship and ability are more often sought after by our boards, and our teachers are making laudable efforts to meet this demand. We are in that position in which either indiscriminate praise or blame would be alike untruthful and unwise.

JEFFERSON COUNTY.

J. A. SHERIDAN, SUPERINTENDENT.

A majority of the rural districts have quite suitable buildings of either wood or brick. About twenty-five per cent. of the whole number are sufficiently large to accommodate all the pupils in their respective districts, with ample room for the movement of classes, etc. These, also, are constructed with due observance of proper methods of heating, lighting, and ventilation. Nearly fifty per cent. of our buildings are, in a degree, wanting in these conveniences. Not more than a dozen of these approximate a condition unfit for school purposes. Good judgment has been exercised in the selection of locations, both as to sanitary considerations and convenience of pupils.

In at least two-thirds of our districts, the present seems to be a period of transition from apathy, or indifference, to one of activity. This awakened interest is manifested in a willingness to furnish better facilities, a desire for longer terms of school, and an inclination to secure and retain good teachers irrespective of the question of wages. Dur-

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ing the past four years, the appearance of the interior of at least fifty per cent. of our school buildings has undergone a complete change; improved seats have taken the place of the old plank benches, curtains have been furnished, the amount of blackboard doubled, maps of the state and United States on the walls, globes upon the desks; also, reading charts, writing charts, and outline maps are meeting with favor. During the last year 25 globes, 30 U. S. maps, 40 state maps, and 20 charts, including outline maps, were placed in the schools of our rural districts. Many of the sites, are small, furnishing but little opportunity for exercise, while others are free from this objection. The out-houses are generally separate and convenient, but during the winter season are often neglected. Direct supervision by school boards is not given to the school grounds to the extent necessary.

A salutary change is, however, apparent in the interest taken by at least sixty per cent. of our school boards. This is chiefly manifest in their efforts to furnish the school rooms, to procure the services of competent teachers, and to give some degree of attention to legal requirements in the transaction of school affairs. In many of the remaining districts the business is done in a perfunctory manner. The grade of schools in such districts is necessarily low, and but slight improvement can be looked for until boards cease to avoid their plain duty as school officers. Very seldom do any of them seem disposed voluntarily to inquire into the attendance, regularity, and punctuality of pupils, or to exercise their power to make regulations for behavior and management. These features are left almost entirely with the teacher, and even, when teachers are seriously embarrassed from these sources, boards are tardy in lending their co-operation.

Nearly a dozen years ago lists of text-books were quite generally adopted, since which time boards have made but few changes. Teachers have, on the other hand, succeeded

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in introducing, here and there, books of their own choice. Only in a small number of our schools does a mixture of text-books give trouble.

The average age of applicants for certificates is about twenty years, nearly all of whom are students from normal and high schools. The percentage of graduates is rapidly increasing. On the whole, these applicants are well qualified, and bring to their work, besides the technical knowledge of the branches required, ideas on the theory of teaching, and a fund of general information. Generally, they enter upon their duties with a zeal and industry that result in effective work. Comparatively few fail in making their instructions sufficiently interesting to hold the attention of their respective schools, and very few prove to be failures in government. A majority are familiar with the course of study, and meet with good success in the organization and conduct of their schools in accordance with its principles. The failure of the remaining teachers in this respect arises either from their indifference, or from their inability to comprehend and apply its principles. The general improvement resulting from this effort to systematize our schools is very apparent and highly gratifying; and is not limited to the school-room, but is observable in the strengthened sentiment prevalent in the whole district. No objection to its introduction is made in any part of the county.

The interest taken by patrons varies with localities, being least where private schools are maintained. In some districts the sentiment of the community is entirely in favor of a good school, parents here are active and vigilant in providing facilities for good work; while in others, there seems to exist a kind of estrangement. But this state of feeling is surely undergoing a change. In the employment of teachers, a large and growing percentage of school boards discuss the fitness of applicants regardless of the wages demanded. Patrons and boards are alike satisfied of the value of the course of study, and many school boards

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refuse to contract with teachers who are not familiar with its principles.

The high schools are doing excellent work. Recently libraries have been started and supplies of apparatus have been secured, greatly increasing their facilities. Their influence upon the rural districts is very great; some accept the diplomas of the district schools in lieu of the entrance examinations, which is a strong incentive for pupils in the country to remain in their own schools until the course is completed. An effort to make this privilege general is under consideration. As all of our high schools with one exception are upon the accredited list of the State University, the success of this plan will establish a connection between our country schools and the highest institution of learning in our state.

KENOSHA COUNTY.

W. M. MIDDLECAMP, SUPERINTENDENT.

There are sixty-one school-houses in Kenosha county, and, as a rule, they are conveniently located upon good sites. Some of the sites, however, were chosen when people thought a quarter of an acre large enough for a school-yard. All the grounds purchased lately contain an acre.

With few exceptions, the school-houses are in good condition.

Some changes have been made during the past two years in seating, and now over eighty per cent. have patent seats.

Notwithstanding the fact that ventilation has been talked of and written about, there are not more than three buildings properly ventilated; many, but not all of the windows, have suitable curtains.

Several hundred dollars' worth of apparatus has been procured during the past two years. Nineteen per cent. of

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the schools have state and United States maps, and several districts have complete sets. All but two schools have Webster's unabridged dictionary, but many should be replaced by the latest edition.

More than two-thirds of the schools are now supplied with a good reading chart. Great advancement has been made in primary reading where the chart has been used during the past year. About fifty-five per cent. have a globe, but numeral frames are wanting in nearly all the schools.

Not more than twenty per cent of the schools have cyclopedias, and the number having large histories or other works of reference is still smaller. There is but little use of asking a pupil to look up a question unless the teacher can tell him where it can be found.

Outhouses are not always looked after.

The interest that school boards take in their work is shown by the care taken in selecting a teacher. Some boards never hire an applicant without consulting the county superintendent, and inquiring in regard to his success in former places.

But little attention is paid to attendance and punctuality by the school boards, and the compulsory law is a dead letter.

There is still a lack of uniformity of text-books in many schools. In some branches good work can be done without it; but in others, a lack of uniformity hinders both teacher and pupil.

As a rule, the boards have taken care of the houses and surroundings, but in several cases it has been necessary to remind them that a little repairing was needed.

The average age of teachers securing certificates during the past year is 21.45 years. One hundred two certificates were issued during the year. Three of the applicants were elementary graduates, and forty-five had attended a normal school. A series of teachers' meetings and joint as-

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sociations have been held. Prof. Gillan, of the Milwaukee Normal, assisted us when joint sessions were held with Racine county. The high school teachers outside of county jurisdiction have frequently helped us.

The records show that these meetings have been better attended during the past year than at any previous time. This seems a step in the right direction. If teachers are interested, they will interest their schools. Those who have attended the meetings most frequently, have taught the best schools.

Two union schools were held last summer, one in Somers, the other in Salem. At these schools, all the teachers with their pupils were invited to meet at a central place in the town. The day upon which the school was held in Somers was fine, and the attendance good. Seven out of eight schools were represented. In many instances, district officers carried the children, thus proving their interest. The day appointed for Salem was very warm, so that the town was not as well represented as in Somers, yet, the school was pronounced a success by those who were present. There are but few districts in this county that do not want to pay good wages for first class work. Nearly half of the districts have hired their teachers this fall, for the year.

Free text-books, district libraries, and the course of study, have received but little attention from school boards. The general sentiment is in favor of better teachers, better schools, better appliances, better accommodations; it is, in fact, in favor of doing everything that is right and reasonable to advance the cause of education.

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KEWAUNEE COUNTY.

W. SWATY, SUPERINTENDENT.

The experience of another year convinces me that while the progress seems very slow our schools are in a better condition than they were a year ago.

There are fifty-three schools in the county, requiring sixty-three teachers, all of which I visited twice (except a few holding but one short term), and some three times, within the past year.

I have no stated time for my visits, and remain at least a half a day during each visit, taking notes of condition of building, seats, apparatus, register, recitations, and teacher's ability to teach, and, if necessary, suggestions to teacher are made before leaving. So far only term reports have been required.

The buildings, as a rule, are located upon high, well-drained ground, mostly enclosed, and as centrally located with reference to districts as the public roads will permit. During the past two years several of the poorest have been replaced by commodious brick buildings, well lighted, ventilated and supplied with patent seats and plenty of blackboard. Several others are being replaced and will be ready for occupancy before cold weather. The heating is done by wood stoves. About one-half of the buildings are supplied with patent seats, the others with old style pine benches; but at the rate changes have been made during the past two years, it is only a question of a few years, when all of the buildings will be seated with patent seats and supplied with necessary apparatus. I find that school boards can be made to see the advantages gained if sufficient perseverance is exercised.

As a whole the condition of buildings may be said to compare favorably with those of older counties.

Few districts have officially adopted a course of study,

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but in most of the schools the work is done in accordance with the "manual" from the state department.

No examinations for graduation have been held in the district schools, but it is hoped that occasion will arise during the coming year.

In some parts of the county, school boards take an active part in looking after the interest of their schools, by employing the best teachers that can be procured, being willing to pay fair wages. In others, much indifference is shown, school boards believing their duty performed when the teacher who will teach for the least money is secured, while the management is left entirely with the teacher.

A marked improvement in the character of teachers, as relates to scholarship and training, has been made during the last two years. I have required a much higher standard of attainments than heretofore was deemed necessary. Only three limited certificates have been issued, and those at the earnest solicitation of members of the school board.

A change in the time of holding the teachers' institute from fall to spring, resulted in a better attendance, since in the spring nearly all of the district schools close for a few weeks owing to bad roads. At the spring institute we had an enrollment of sixty-four, consisting mostly of persons who had taught. Good earnest work was done.

As an improvement I would suggest that examination questions be supplied by the state department, thereby obtaining uniformity in questions. The plan has been adopted by several states, and is found to work admirably. The change would be the more acceptable since the change in the law providing for the transfer of examination papers from one county to another.

As yet no district has adopted free text-books or availed itself of the law relating to district libraries, and until the law is made mandatory, it will be sometime ere many of our districts will set aside any part of their school funds for that purpose.

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Teachers' meetings have been held in different parts of the county once a month, or as often as the condition of the roads would permit.

MANITOWOC COUNTY.

JOHN NAGLE, SUPERINTENDENT.

Though it is by no means easy to check impatience at slow improvement in the condition of school-houses, yet the sum of changes for the better in the course of a few years indicate substantial, and by no means inconsiderable, progress. Not always the best judgment is exercised in locating sites, though attending circumstances make the selection more proper than surface appearances would indicate. Changes in the boundaries of districts often leave the school building outside the center of population as well as of territory. There is but little cause for complaint in the direction of disturbing surroundings, or lack of sanitary precaution in the selection of sites. Convenience of access more frequently determines location than any other consideration, but very rarely leads to disregard of the proximity of what may be unhealthful or disturbing.

The old straight-backed seats of domestic manufacture are rapidly yielding to enlightened public opinion. The abolition of the old log school-house is in effect, a rescript against the old seats, and in a few years every school-house in the county will be supplied with patent seats. Not the same attention is given to improvements in the manner of heating or the effects of light as determined by its direction. "Fire produces heat and windows give light" make up the sum of rural doctrine on these questions. Stoves of a better grade are used. And improvement may be made in their location in the school-room, so as to produce the most equable temperature which the circumstances permit. The tendency in procuring apparatus is rather in the direction of

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what is showy than what is valuable. By no means are the schools all supplied with what the teachers can use profitably, while many are furnished with what they cannot use intelligently. I consider the latter schools as being in a more unfortunate condition than the former. This is an *opinion* based on *facts* which have come under my observation. There is but little difficulty in inducing school boards to furnish apparatus which can be used. I fear there is too much of what is purely ornamental being put into the schools of this county.

The question of outhouses is one demanding serious consideration. On no other matter connected with schools has so much effort been expended. And though much has been done in the way of improvement, there is a want of fixity in results which foreshadows discontinuance of effort. Separate outhouses for the sexes is now the rule. There can be no cavil with their convenience, though their sufficiency may be questioned, while the oversight is almost wholly neglected, and therein lies the whole difficulty. Outhouses in good condition at the opening of the school year are in many cases unsightly and foul before half of the first term expires, and thus one argument is furnished against any further attempt to improve their condition, as it is difficult to impress upon school officers the fact that improvements cannot be permanent.

School boards in a majority of cases consider their duties discharged when teachers take charge of the schools, except when complaints demand their attention. There are some exceptions; but the officers who invest their official duties with a personal interest, are rare. In many cases there is a set of rules prepared, in perfunctory fashion, but when written and exhibited in the school room they receive no further attention. There are few districts which have not adopted text-books, and considerable care is exercised in so doing, the advice of some competent person being invariably sought. I am happy to note increased attention each year

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to necessary repairs on school buildings, and improvement of grounds.

The able teacher does not long continue in the district school, and the constant exodus is an incentive to young people, too immature in mind, and frequently lacking in the necessary scholarship, to make application for the vacant positions. Many of the younger persons make careful preparation for the work of teaching to the extent of the facilities within their reach, including institutes and teachers' meetings. All those who have taken this preliminary interest never fail to be successful from the outset, and are often an improvement on the teachers of experience whom they succeed. And still I could wish that fewer persons would seek to realize upon the scholarship which entitles them to a certificate, until increased age had given them greater stability of character and more determinate purpose. Many of the applicants are not suited to the work of teaching in any of the particulars mentioned in the circular, and the examination usually makes this fact patent to them. The teacher who can interest and control, incidentally, by the forceful character of his instruction, is by no means a rarity; but his services are soon lost to the district school, though before quitting he creates a sentiment favorable to the employment of able teachers.

I find steady improvement in the capacity for general management as evidenced by the preservation of order without the obtrusive injection of authoritative direction. Organization has also come to be regarded as an appreciable and distinctive element of school work, and not a mere accident of classification.

The irreconcilable conflict between advocates of meager and of liberal wages to teachers continues, though those who think the "laborer is worthy of his hire" seem to be slowly forging to the front. I am satisfied there would be practical unanimity on the question if teachers always were competent to do good work. There is some ground in the

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objection of those who insist that in view of the age of many teachers and their limited preparation for the work, wages are too high. There are only three school districts in the county which furnish text-books for the pupils. They find the plan to work so well that it will be continued. The sentiment, generally, is in opposition to free-text books. In about ten school districts are three libraries. In view of the interest taken in the matter by these districts, I am somewhat surprised that the district library does not multiply more rapidly.

The people appreciate good instruction, and in only one instance within my observation has the efficiency of the teacher worked to his detriment among his patrons. The teacher who is well qualified to do his work is sought by school boards and has the refusal of many offers, even when others of less reputation are making a vain search for employment. The teacher is almost invariably sustained in his efforts to secure good discipline.

The continuance of the course of study is precarious, dependent almost entirely upon the work of the superintendent, seconded by the work of about one-fifth of the teachers. Two years of neglect by the superintendent would suffice to reduce the course of study to the condition of a mere recollection, notwithstanding that no other agency has been as potent in improving the condition of the schools.

The denominational school is a perpetual menace to the public school, and is gradually undermining favorable sentiment. It is no alarmist, but one who reads the signs of the times aright, who predicts that before the close of the present century, the public school in many sections of the state will be subordinate to the denominational schools, and that very little English will be taught in a majority of the latter.

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MARATHON COUNTY.

J. P. BRIGGS, SUPERINTENDENT.

There are, in this county, one hundred and twenty-eight school-houses, and a few districts rent dwelling-houses for school purposes until new buildings can be erected. Most of the buildings in the county are comfortable, but a few are unfit for school purposes. In a newly settled country like this the school-houses are sometimes necessarily located in the woods, off the main roads, and difficult to reach; but each year notes improvements in this direction. The new buildings are invariably good, substantial structures. The school boards, as a rule, consult the superintendent when they desire to build.

Many school-houses have been furnished with patent seats, cases for books, tables for reference books, additional black-boards, etc.; during the past year. School boards have come to feel that it is their duty to go carefully over the school premises once a year, and expend from twenty-five to thirty dollars in repairs.

Some school boards are informing themselves upon the compulsory attendance law, and would enforce it if they felt they could succeed.

The people of this county believe in children obeying those in authority, consequently teachers meet with little difficulty in disciplining the school.

The lack of uniformity in text-books is an obstacle to good work in many schools of the county.

During the summer of 1887, and again in 1888, in addition to a two weeks' institute, a four weeks' normal class was conducted by the superintendent. These sessions were well attended, and the work done was much better than heretofore.

What shall we teach, how shall we teach it, and why

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shall we teach it, has come to be the watchword of all of our better teachers. Teachers, as a rule, are earnest and willing to work. Only a limited number have had the advantages of special training, but there seems to be a growing desire among them to attend a normal school, if only for a year.

Teachers' meetings were held during the winter months. The county was divided into districts and a meeting was held in some one of the districts each Saturday. These meetings were largely attended, and did more to arouse and interest the patrons than anything previously tried. The attendance of patrons at these meetings increased from week to week.

The schools have improved much during the last few years, and while their present condition is not what it should be, there is a willingness and an earnestness among the teachers which, if kept up, will materially improve our schools.

Great stress has been laid upon the practical, though unofficial, adoption of the manual on the elementary course of study. The teachers find it a most excellent guide to uniform and continuous work.

ONEIDA COUNTY.

MRS. MARY HOWE SHELTON, SUPERINTENDENT.

This is the newest county in the state, in its creation, and probably, also, in its development. This is its first report.

The schools are, with one exception, village schools. It naturally follows, that the school-houses are new and well planned. Their location is not as convenient to pupils as desired; the rapid growth of communities already established, and the springing up of new towns along the new lines of railroad this summer, has created a need which will

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be supplied as soon as possible. At present, there are five school-houses in the county, and one building rented for school purposes.

With one exception, the grounds have received little or no attention, being neither enclosed nor improved. The buildings all have separate and sufficient outhouses, and the oversight is good.

All the school-houses are furnished with patent seats of good pattern, and mostly single seats; all are heated by stoves, with either no means, or very poor means, of ventilation.

The schools are all supplied with complete sets of outline maps, globes, reading charts, arithmetical charts, physiological or manikin charts, in fact, nearly all apparatus needed for schools of these grades.

When entering upon my duties I found the schools in charge of teachers unable to obtain any but a limited certificate. I have refused to grant limited certificates. I felt that rapidly growing village schools, paying from thirty-five to forty-five dollars per month for primary and intermediate work, ought to command good teachers. I found that school boards in choice of teachers were sometimes influenced by other considerations than grade of certificate held and ability to teach, and were quite as likely to employ a teacher with a limited certificate, or none at all, as an experienced, qualified applicant, and at the same wages.

Refusing certificates to unqualified resident applicants has necessitated the importation of teachers from older counties, and there are no more qualified teachers in the county than are required by the schools. All are of mature age and are drawn either from the University and normal schools, or from successful workers in graded schools.

An institute conducted by Prof. Harvey was attended by most of the teachers, and many ideas gained there have since been put in practice. I have held but two teachers' meetings, the widely separated schools—from forty to

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sixty miles apart — making regular work in this line impossible; but the Rhinelander schools have weekly meetings.

The attitude and action of school boards are a fair reflection of public sentiment. In a passive way, good; when improved methods or materials are advocated by teachers or myself, our suggestions have generally been accepted, but there is little active interest. There were but three people present at the annual school meeting in a sub-district of twelve hundred population.

All of the schools have free text-books. In one town the school has the beginning of a library, having purchased Appleton's Encyclopedia. That is all that has been done in the county as yet, although the matter has been frequently urged upon the school boards.

Although public sentiment is in favor of good schools, the personal interest is lacking; while willing to contribute liberally to the support of the schools, the patrons very seldom visit them.

The township system prevails throughout the county. The results are better than could be obtained under the district system, although the township system is adopted solely because it permits the taxation of more territory to the number of schools maintained than does the district system.

My attention has been called to a few defects in the law. The amendment of 1887 changes the date of sub-district meetings, but not the date of annual meetings. This has resulted in some conflict as to whether the new board enter upon its duties at once or the old board continue in office until October. An amendment changing the annual meeting to July is desirable.

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OZAUKEE COUNTY.

J. E. REICHERT, SUPERINTENDENT.

With a very few exceptions, the school-houses of this county are favorably located in regard to drainage, convenience of approach and surroundings. The aim has been to place the building as near the middle of the district as possible, but if this happened to be low ground or otherwise unsuitable, another site was chosen.

But three of the old log buildings are still standing. The others have been replaced, in most cases, with large, commodious, well lighted, though poorly ventilated buildings. In most buildings no provision whatever is made for a constant supply of fresh air. It was a mistake not to have included in the law recently passed regarding the teaching of physiology, the phrase, "with especial reference to the effect of improper ventilation." This would, at least, have called the teachers' attention to the subject and led them to inquire into its significance. It is a fact that in some schools, happily not more than five, about thirty pupils were kept day after day in a room not larger than eighteen by twenty-six feet and ten feet high, with closed doors and tightly fitting windows. This was one great factor in helping to spread contagious diseases last fall and winter, on account of which so many of our schools had to be closed.

Aside from poor ventilation, there is little more to be desired in a majority of our school buildings. For a number of years, no stone houses have been built. All recently erected are of frame or brick. Old buildings have been repainted, bell-towers erected, old fences removed and shade trees planted. Some of the buildings, especially the new ones, are models of architectural design and beauty of finish, and a large number are surrounded with shade trees, that give them an attractive and inviting appearance.

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There is a steady improvement in regard to changes in school furniture and apparatus. All but thirteen of the schools are furnished with patent desks.

Generally proper attention is paid to convenience, sufficiency and separation of outhouses, especially where the school-house itself is kept in repair.

Lists of text-books have been adopted in most schools, but at present I do not recall one in which only those adopted are used. Teachers are allowed to introduce their favorite books upon any subject, and even pupils to select for themselves, thus producing as hopeless a confusion of books as if no adoption had been made.

Of the seventy teachers required in the fifty-nine schools of this county, three held state certificates, four first grade, six second grade, fifty-five third grade, and two limited third grade. The latter are granted only where the district will not pay for a better teacher, and other conditions demand it.

The majority of the teachers are earnest, faithful workers, who have given especial study to the subject of teaching, aside from mere literary attainments, and are doing creditable work. About one-third have had normal training, one-fifth have attended college, one-third have attended high or graded schools, and the rest have attended common schools only. The general average of work done in schools is high, and yet there are unavoidable cases of failure. I find that an examination as usually conducted is not always a safe test of a person's fitness to conduct a school properly. A term's successful work is a far better recommendation than a high standing on examination.

In some districts the wages offered is not a reasonable return for the outlay of time, money and energy in fitting for the work; hence poorly qualified persons are engaged and the result is a poor school. The number of such schools, however, is small, and is decreasing every year, as shown by the increase of average monthly wages paid to teachers.

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For the years 1887-8, the average monthly wages paid to males was \$50.72, and to females \$30.01, an increase of nearly two dollars over the average of the previous year.

Only two or three schools were reported this year as having libraries, while fifteen years ago, there were at least twenty school libraries in the county. No new books have been added for a number of years, and the libraries are now mostly forgotten. The very excellent system of town school libraries, proposed by the legislature two years ago, has not received as much attention in this county as it should have. Only one town has, as yet, adopted it, but I think during the coming year all the other towns will follow.

While there are no schools fully organized under the course of study, yet nearly all the teachers use it as a guide in their work. Their irregularity in attendance is a serious drawback to its introduction in this county.

PIERCE COUNTY.

G. L. BOWMAN, SUPERINTENDENT.

With twelve exceptions, the one hundred seven school-houses in this county are in good condition, convenient and well located. Most of them are neat frames, seven are brick or stone, and all, with five exceptions, are large enough to accommodate the number of pupils enrolled. Some log cabins still remain to mark the usual conservatism in school matters. School-house sites are generally well selected, and buildings properly located. While many are surrounded by native trees, but few districts have attempted to ornament grounds by setting out shade trees.

In this county few fences exist, and but forty-two of the school-house sites are well enclosed.

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In the old buildings there are no special means for ventilation. In the usual attempt to ventilate by means of windows, the teacher always meets obstinate opposition from parents, and in some districts the boards have forbidden the windows to be opened. Twenty-three of the school-houses retain their old seats, the remainder are furnished with patent seats. Light is usually admitted through windows on the sides of the house. There are generally no curtains, and but few of the windows have shutters. In a great number of cases the teachers and pupils have secured curtains by voluntary contribution.

Excepting the buildings at River Falls and Prescott, all the school-houses are heated with wood stoves.

Of the new buildings now in process of construction, special attention has been given to ventilation, and means have been provided for controlling the admission of light. Several new buildings will be completed ready for the winter term of school.

The apparatus is meager, taking the county as a whole. Only a few schools are even passably equipped. Eight are without dictionaries, forty-one without globes, seventeen have no maps, and only eleven have reading charts. Twenty-four have been supplied with physiological or anatomical charts. Only a few of the schools are without blackboards, but many have an insufficient amount.

The average outhouse is no credit to the school premises. Most of them are sufficient if they could be kept in a proper condition. There is a growing sentiment in favor of separate outhouses for the sexes, and all new ones are so built. There seems to be an annoying inability to give proper oversight to this part of the school property.

The interest of school boards as indicated by their attention to attendance, regularity and punctuality of pupils, is varied. Upon the whole, it is far from being ideal. Rarely do the boards adopt any rules governing the schools. They are, as a rule, however, ready to sustain the teacher in the

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discipline of the school. Twenty-three of the school districts as yet have failed to adopt a list of text-books.

There is a great improvement in teachers as regards scholarship and aptness to teach. A really poor school is rare. Most of the teachers are able to interest, control, manage and organize their schools in a commendable manner. During the past year, I have examined two hundred forty-one applicants for teacher's certificates. Of this number, sixty-three per cent. were females, and the average age is about twenty years.

I recognize the fact that the State Normal School, and the high schools at Prescott and River Falls, have done much to raise the qualifications of applicants. Taking these and the two summer schools which maintained each eight weeks of special instruction to teachers, I am well pleased with the outlook for the future. The law extending the time of the first and second grade certificates, has operated beneficially among teachers. I have adopted and adhered to the rule of granting but one limited certificate to the same individual, and no limited certificates have been granted for a less period than six months.

We had an institute of one week last spring under the supervision of Prof. T. H. Kirk, of the River Falls Normal. There were eighty-four in attendance. Only fourteen of this number were males.

By dividing the county into five divisions, the association work has been very successful. We have had many meetings, sometimes two, at different places in the county, simultaneously. The spirit of these meetings is to discuss vital points in teaching, and all of them have been conducted upon the free parliament plan.

The interest of the community in the school is varied. Little or no interest is taken with reference to the introduction and operation of the course of study. Through the efforts of teachers and superintendents, about eighty per cent. of the schools are operating the course, and each year

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increases the number of applicants for diplomas. The examination of applicants is mainly that outlined in the circular. Last year thirty-three diplomas were awarded.

The law enacted in 1887, providing for the purchase of books for school district libraries, has been complied with in many towns of this county. The assertion of the opponents of this law, that it is a wasteful expenditure of money, has carried too much weight with some of the town treasurers.

There is not a very pronounced inclination upon the part of communities to furnish free text-books to the pupils. Books are frequently bought by the district and sold to the pupils at cost. This plan meets with the most general favor.

The difficulties which the town clerks encounter through the ignorance, inability and carelessness of district clerks in collecting the items in their reports are many, and render the information almost valueless because of its unreliability.

PRICE COUNTY.

MISS ANNA F. BROSNAN, SUPERINTENDENT.

There are thirty-three school-houses in the county, twelve of which were built during the past two years. Thirteen are frame buildings, the others are built of logs. Several of the latter have been boarded over inside and out, and painted, which makes them more comfortable and attractive. The school officers invariably send in reports of well ventilated school rooms, while the fact is that not one school room has proper ventilation.

Most of the school-houses are located on main roads, a few, however, are built back in the woods, and are reached by foot-paths only. The school-house sites are not, as a rule, cleared and enclosed, although considerable work has been done in that direction during the past year.

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All of the school rooms are heated by wood stoves. There is but one in which the old-fashioned wooden benches are used for seating, the others being furnished with patent desks, and in most of the schools the desks are graded to accommodate pupils of different sizes.

The schools are each supplied with a comparatively good set of maps and a globe. There is but one school not supplied with Webster's unabridged dictionary. About twenty schools are furnished with good reading charts. Seven Appleton's reading charts have been purchased during the past year. About fifteen schools have Yaggy's anatomical chart. A marked improvement is noticeable during the past year, in the amount of good blackboard surface furnished for the schools, although a few school-houses have still an inferior quality and an insufficient quantity of blackboard. Two of the schools have Yaggy's geographical chart.

The school boards are very liberal, generally speaking, in the matter of furnishing the schools, but do not interest themselves very much regarding the management of them, although I feel confident that more attention is given, by the boards, to the work done in the schools than formerly, and that the interest increases year by year.

The average age of the teachers is about twenty-three years. Not many have received normal school training. Nearly all have received their education in the high schools of this state.

Some teachers who do not feel that they can go away to school, have taken up studies at home, with the aid of more advanced teachers. Altogether the spirit of improvement shown by the teachers is encouraging.

Three teachers' institutes have been held in the county within the past two years, all of which were well attended by the teachers. At the last one held but five of the teachers were not in attendance, and in three of those cases it was impossible for them to reach the place where the institute was held on account of the condition of the roads.

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Every one with whom I have talked on the subject, seems to think the idea of furnishing district libraries an excellent one, yet they are slow to act in the matter. One town, in which the schools are conducted under the township system, has voted to raise \$1,000 to furnish a library for the schools in the town. This I know is not in accordance with the provisions of the library law, yet it shows, beyond a doubt, the kindly spirit with which the law was received. While but little has been done, as yet, by the officials, toward furnishing libraries, the existence of the law seems to have called the attention of the community to the fact that more reading matter is necessary in the schools, the result being, that in many cases considerable supplementary reading has been supplied by the teacher and pupils.

While there is still much room for improvement in the school work, I think that credit is due both the teacher and community for the interest manifested and progress made in the work during the past two years.

SAUK COUNTY.

E. C. WISWALL, SUPERINTENDENT.

Eighty-five per cent. of the school-houses of Sauk county are reported by district clerks to be in good condition. To one well acquainted with their actual condition this statement has no significance, other than to show that the average school officer's ideal of a school building is very imperfect. Of the one hundred sixty-four school-houses of the county about twenty-five per cent. are roomy, well planned, and in good repair; about forty-five per cent. are fairly comfortable, but not wholly satisfactory; thirty per

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cent. are so small or out of repair as to be uncomfortable, one-third of them being really unfit for school purposes.

Three new buildings have been erected within the last year, and as many more are now in process of building. While most of the buildings of recent construction are in general very satisfactory, there are some marked exceptions. Calls are frequently made by district officers for advice in the matter of building. Fully one-half of the sites, by reason of small size, or their hilly or bushy character, are very poorly suited to their purpose. Not more than one-third are enclosed, many affording pasturage for stock. Large, well-enclosed sites with shade and ornamental trees are found, but they are rare. A few progressive teachers have attempted to ornament their school grounds with flower beds.

A comparison of statistics develops the very gratifying fact that there has been greater liberality in expenditures for apparatus and supplies this year than for many years. More than three-fourths of the school-houses within my jurisdiction are comfortably seated, two-thirds are well supplied with outline maps, three-fifths have reading charts and one-half have a globe. Some twenty buildings are so arranged and seated that pupils at their desks face windows.

One hundred and twenty-seven school-houses are reported to be properly ventilated, but not one-third of that number have any special means of ventilation. The Springer Heater and Ventilator, in use in about twenty of our schools, is a most satisfactory means of ventilation.

A radical reform is needed in both the construction and oversight of outhouses, especially in country districts. Twenty-one districts have not separate outhouses for the sexes, and few, if any, have properly screened walks. Very many are in a wretched condition. Many teachers, including some high and graded school principals, are criminally negligent in this matter. However, the file of annual

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reports for this county indicates some improvement, at least so far as the separation of outhouses is concerned.

Seven hundred and eighty-six pupils of compulsory school age were not enrolled last year in public schools, and of this number it is safe to say that five hundred did not attend private schools. This fact attests the utter impotency of the compulsory law, and at the same time indicates the low estimate put upon education by many parents.

But seven districts in the county have adopted free textbooks. The system has proved very satisfactory when it has been tested.

Four hundred and forty-two applicants were examined, two hundred and seventy-nine of whom received certificates as follows: First grade, six; second grade, thirty-six; third grade, two hundred and thirty-seven. The extension of the period of validity of higher grade of certificates has greatly stimulated effort among teachers. Five times as many first and second grade certificates are now held in this county as were held at any time previous to the enactment of this law. Many persons who present themselves for examination fall hopelessly below the standard. The imposing of a reasonable examination fee, as is required in Iowa, would, I believe, relieve the examiner of much fruitless labor. Fifty-eight teachers, about one-fifth of our teaching force, hold limited third grade certificates. The average age of the teachers of the county, excluding the principals of high schools, is twenty years, and the average experience in teaching is nineteen months.

Teachers are becoming better acquainted with the course of study, year by year, and follow it more closely in their work. Still there are many obstacles in the way of its full and firm establishment. One of the first conditions of success is the keeping of complete and systematic records. Failure to secure satisfactory records is due more frequently to the neglect of school clerks to provide a suitable register than to all other causes combined. If the drawing of

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public money were conditioned upon the keeping of complete records prescribed by the State Superintendent, little difficulty would be experienced in this matter.

For many years there has been a gradual increase in the wages of female teachers and a corresponding decrease in the wages of male teachers.

The average wages of female teachers is \$26.38; the average wages of male teachers is, \$38.12.

TAYLOR COUNTY.

ERNST PRIES, SUPERINTENDENT.

Under the existing conditions, the schools in this county are generally located as conveniently as circumstances will permit, though they are not always amid pleasant surroundings. The condition of the school-houses, though leaving much to be desired, is, in most cases, in keeping with the financial condition of the communities. The majority of them are built of logs, yet, within the last few years, many neat frame buildings have been erected.

Patent seats and desks are taking the place of the old hand-made benches and tables. All the rooms are heated by stoves, and a supply of fresh air is provided for by lowering the windows from the top. Though most school-houses have sufficient light, very few have curtains.

Nearly all schools have blackboards, but many of them are so poor as to be almost useless. About sixty per cent. of them have maps of Wisconsin and of the United States. Very few have good outline maps, and globes are the exception, rather than the rule. All except a few newly organized districts, have Webster's dictionary.

Many school boards manifest much anxiety about securing good teachers, but very few seem to give the school

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much attention after the teacher has entered upon his duties.

Nearly all the school boards have adopted a list of text-books, and as a rule, only the text-books adopted are used.

There is not a sufficient number of teachers in the county, and twenty-five per cent. of the schools are taught by teachers from neighboring counties. The average of those receiving certificates the past year is a trifle below twenty years. Most of them received all the training they have in the common schools and in the institutes. Their attainments are limited, yet, with few exceptions, they are all earnest, energetic workers who embrace every opportunity offered to fit themselves to do better work.

Excepting the Medford schools, no board has as yet adopted a course of study. Several teachers have made a faint effort to organize their schools in accordance with the directions laid down in the "Manual on the course of study," with but very little success. At the institute held this year, Prof. Ackerman explained very fully how a school can be organized under the "Course," and showed how necessary such a course is to the real progress of the schools.

The average wages paid to teachers per month is about \$30.

The number of districts furnishing free text-books to pupils is rapidly increasing.

The districts in two towns have libraries, and the treasurers in three other towns this spring reserved the money for libraries, as authorized by law.

Though our schools cannot compare with those of many older counties, yet the prospects are favorable, and as the wealth of the citizens increases, the efficiency of the schools will likewise be improved.

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TREMPEALEAU COUNTY.

W. L. CUMMINGS, SUPERINTENDENT.

In scanning the conditions in which we find the educational interests of our county, I find much that indicates progress. By the general statistics it will be seen that there has been an increase in the enrollment, since 1887, and a slight decrease in the total number of days attendance. The great depth of snow, and the prevalence of contagious diseases, seriously interfered with the attendance. I believe that if the distribution of public money were based upon the enrollment in the towns and the attendance in the districts, our school registers would show an increase in those items. It is imperative that some legislation be had which will influence the attendance of children in school. In one town settled by Poles, with a school population of two hundred forty-four, only one hundred one, or forty-five per cent., were enrolled in the schools, and these average only fifty-seven days each, during the year. The reports from this town for past years show that in no district has there been more than six months' school.

The amount of wages paid to male and female teachers in 1888, is materially less than in 1887. The amount of money expended during the year for school furniture, registers, records, etc., is \$2,065.11, against \$824.25, in 1887. In the matter of building and repairing, the results have been very satisfactory. We find in several districts neat and substantial houses for wood, and in a few instances, pumps are placed within these buildings.

During the year, three new districts were formed, in each of which new school-houses were built, and school maintained for six months.

There have been granted during the year, certificates as follows: first grade, eight; second grade, nine; and third grade, ninety-two. No limited certificates have been is-

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sued during the year. Four of our teachers hold state certificates, one is a graduate of a normal school, and fifteen others have attended normal schools. There are three graded schools in the county. A majority of our teachers come from the graded and high schools. I am confident that the teachers' associations held during the year have been instrumental in creating a desire, on the part of our teachers, for a better condition of schools. The interest felt by teachers has been shared by the pupils, and much good has sprung from these causes. I have made one hundred fifty-nine visits during the year. Two teachers' institutes have been held during the year, with a total enrollment of one hundred forty-one teachers.

One of the most annoying difficulties in school work, to officers, patrons and teachers, is the lack of uniformity of text-books. A glance at the annual report, shows the variety of text-books in use.

VERNON COUNTY.

D. O. MAHONEY, SUPERINTENDENT.

Of the one hundred and fifty-two school-houses, one hundred and twenty are conveniently located. There are twenty-five school buildings that are not in good condition for school purposes, but these will soon be replaced by better and more convenient structures.

One hundred and ten school-houses are furnished with patent seats. The common wood stove, standing near the teacher's desk, furnishes heat for every school in the county excepting the Viroqua high school, which is heated by a furnace.

There are from two to three windows on each side of the school building, which furnish sufficient light. Teachers have urged upon school officers the necessity of some means

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of regulating the light in the school room, and now nearly every school-house is provided with shutters or window curtains.

We have expended for school apparatus in the past two years \$1,319.40. Forty-eight schools are provided with reading charts, fifty-three with a globe, ninety-four with a map of Wisconsin, eighty-six with a map of the United States, and one hundred and forty-seven are reported as having blackboards. I consider that we have only seventy schools that have blackboard enough. There seems to be a lack of appreciation on the part of school boards of the value of sufficient blackboard in our schools. Many of the boards reported are wholly unfit for use.

The outhouses of the county are in a fair condition, and commendable progress has been made in this respect the past year. About one hundred of these buildings are in good condition, while the remainder need considerable repair. School boards, in some communities, pay little or no attention to these buildings, unless their attention is called to them.

On the whole, school officers give very little attention to the attendance, regularity and punctuality of the pupils. This matter is left almost entirely with the teachers. There are about ten schools in the county that are running under a code of rules drawn up by the school board.

There are only seventy schools in the county that have a regularly adopted list of text-books. Many of the districts adopted text-books fifteen or eighteen years ago, and have made no change since.

There is a growing sentiment to employ only teachers who are experienced, and who hold good certificates. Nearly all the teachers in this county have received their education in our district, graded and high schools. Four only have attended the normal schools. Those who do attend the normal schools do not remain here to teach. They

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usually go into other localities where they receive more wages.

Our very best teachers have no trouble to find employment at increasing wages. Quite a number of our teachers are striving to secure a higher grade of certificate. Sixteen first grade and ninety second grade certificates have been granted during the past two years. A number of limited certificates are issued to meet the wants of some of the smaller and weaker districts. There are only about fifty male teachers in the county, and these are in good demand. The average age of the teachers employed during the past year is twenty, while the average age of those licensed to teach is a little over eighteen. To strengthen our teachers we have conducted a series of teachers' meetings throughout the county, annually, and I am satisfied they have been productive of much good.

Not only have teachers taken hold of these meetings with a commendable zeal, but the people in the communities in which these meetings have been held have given us their hearty co-operation.

Two districts have adopted the free text-book system, but I am unable to ascertain whether the plan is giving satisfaction.

Three districts in the entire county report a school library. It is a difficult thing to make the average town treasurer believe that it is wise to set aside a portion of the funds for that purpose. The opinion prevails that it would be a loss, because in many districts the books would be read but very little.

The course of study has received but little attention from school officers. Not a school board in the county has regularly adopted it. Yet many of our schools are following the course quite successfully, and the very best kind of feeling is every where apparent wherever it has been fairly tested. Ninety-five diplomas were granted to successful applicants

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the past year. Many of these graduates attended my examinations and received good third grade certificates.

The success of this system lies largely with the teacher. No opposition is experienced and teachers have it their own way in introducing it.

In many districts there is a very healthy public sentiment in favor of better equipped schools, better wages and better teachers.

The outlook for better schools is very encouraging.

WALWORTH COUNTY.

L. A. WILLIAMS, SUPERINTENDENT.

This county is well provided with comfortable and convenient school-houses, and many of them are models of architecture. School boards manifest a pride in keeping their school-houses in good condition. Not over four or five poor buildings can be found in the county, and these are in very small districts. The old wooden benches are being supplanted by new improved seats.

The buildings are heated as well as can be by the use of stoves in the school room.

As a general rule buildings are so arranged as to secure the best light. District boards are very liberal in supplying apparatus; maps, globes, charts and good blackboards are found in most of our schools.

The management and supervision of the school is generally left to the teacher. School boards do not show much interest in the matter of visitations, but they are always willing to co-operate with the teacher in the enforcement of all needed rules and regulations for the maintenance of a successful school.

Outhouses do not receive proper attention, and in many

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cases they are a disgrace to the district. School boards are waking up to the necessity of a uniform system of textbooks, and during the past two years many adoptions have been made.

Most of the applicants for certificates have made their preparation in the normal school or the high schools of the county, hence, as a rule, our teachers are well prepared for their work. Some begin the work too young, and some are in the work who have no special fitness for teaching. Many of our teachers are too theoretical, but the high schools are overcoming this to a great extent, and the introduction of a manual training department in the normal school has done much to revive the old notion of education, "that children should be taught to measure, weigh and compare."

There is a growing tendency on the part of school boards to improve the condition of their schools. This is noticeable in the demand for good experienced teachers and a willingness to pay good wages.

The matter of district libraries is receiving considerable attention. During the past year several towns have made the appropriation specified in chapter 426, laws of 1887.

While the course of study has not been formally introduced into many of the schools nearly every school uses it incidentally in classification, and in outlining work. School boards favor the manual, but owing to the irregular attendance find it difficult to follow the outline.

The high schools of Walworth county deserve special mention. There are six, and they are all on the accredited list. The high rank which these schools have is due to the efficient work of the principals.

The people recognize this fact, and these teachers have been retained year after year; hence the schools have not been broken up by yearly changes in administration.

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WASHINGTON COUNTY.

C. F. LEINS, SUPERINTENDENT.

The number of school districts in this county is ninety-eight. Two of these districts have two, and the remainder have one school-house each, making a total of one hundred school-houses in the county, of which sixty-two are built of stone or brick. At least eighty per cent. of the school-houses are nearly centrally located. There are less than a dozen districts where children are obliged to travel over two and one half to three miles to reach the school. Most, if not all, the school-houses are situated on dry and healthful sites, and pupils have easy access to good drinking water.

In communities where a healthy sentiment in favor of public schools exists, I found that the school-houses are often over-crowded during the winter months, but I have good reasons to believe that more room will be provided as soon as circumstances permit.

Two years ago I took careful note of all school-houses which stood in need of repair, and the number of such was found to be twenty. Four of these were, in my judgment, wholly unfit for school purposes, and not worth repairing. During the past year improvements were made as follows: Four school-houses were rebuilt, ten were effectually repaired. Several of the remaining buildings are undergoing repairs now, so that by the time the winter schools commence nearly all of the school-houses will be in good condition. A new district was formed in the village of Allentown last year, and a commodious and substantial school-house now decorates the village. This makes a total of five school-houses built in the past year.

Proper ventilation is as yet very poorly provided for. Most of the school-houses were built a long time ago, and while particular attention was given to durability and con-

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venience, the matter of ventilation escaped almost entirely the consideration of building committees and district boards.

Before the annual meeting in July, this year, I addressed a circular in German to the German clerks, in which among other things, I called attention to the importance of providing proper means of securing wholesome air in school rooms, and these suggestions in general, I am glad to state, were productive of good results, and indications are that another year will bring about more desirable changes with respect to ventilation.

Considerable was done during the past year in relation to improved seating and apparatus.

The following statements show the improvements made: fifteen school-houses were furnished with patent seats; six with slate blackboards; ten with a map of Wisconsin; twenty-five with a map of United States; twenty-two with Appleton's reading chart; four with a globe; and ten with Webster's unabridged dictionary.

The amounts expended for furniture, apparatus and libraries in the two last years, is as follows:

	Furniture.	Apparatus and Library.	Total.
Year ending June 30, 1887.....	\$653 10	\$166 94	\$820 04
Year ending June 30, 1888	1,299 15	623 49	1,922 64

All of our schools, with the exception of the Schleisinger-ville graded school, are heated by means of stoves. The latter school-house is heated by means of a furnace placed in the basement.

Twelve school-houses have separate outhouses for the sexes, and the remaining eighty-eight have only one outhouse each. The latter generally consist of two apart-

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ments, one for each sex, and are kept tolerably clean. I found a few during my visits last winter which were badly marked up with obscene pictures and writings. These were ordered to be effaced at once. Teachers were instructed to diligently seek to prevent similar occurrences in the future.

The attendance upon the public schools in this county is far from being satisfactory. Over one thousand children between the ages of seven and fifteen years did not attend public school during the past two years. A majority of these attended private schools, but I have reasons to apprehend that a considerable number did not receive any instruction. Since the time that the compulsory school law has been amended as to authorize any legal voter of the district to prosecute offenses against said law, no attempt has been made to enforce the same.

While many schools deserve commendation for the gain in regularity as well as punctuality of attendance during the last year, some of them are deserving of special mention. Five or six schools reported an exceedingly small number of pupils who were irregular in attendance during the entire winter term of six months; some of the pupils being obliged to travel from two to two and one-half miles.

While I am happy to announce that a considerable number of our schools have, during the past year, made a decided improvement with reference to instruction, discipline and management, I am obliged to state that there yet remain drones in the ranks. Many teachers enter the school room for the purpose of obtaining money to help them along in some other line of work, which promises more lucrative employment, without caring in the least whether the children entrusted to them for instruction make any progress or not. Again, there are a few, who, on account of their immaturity and inexperience, are unable to manage a school successfully, no matter how honestly and faithfully they enter into the work. In the face of these circumstances it

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would be arrogance on my part to claim that more than about one-half of the schools are properly and efficiently managed. A wide field for improvement, indeed.

Only a few of the districts have adopted rules and regulations for the behavior of pupils.

According to district clerks' reports there are fifty-three school districts which have adopted a list of text-books. All of them use only the books adopted. Nineteen sell them, and seven loan them to pupils free of charge. There are only a few districts which have a mixed condition of text-books, but an effort is being made by these to secure uniformity in books.

During the year ending June 30, 1888, seventy-five males and one hundred thirty-eight females applied for certificates, of which number, thirty-five were from other counties. One hundred and forty-five certificates were granted, of which number there were six first grade, nine second grade, one hundred and eleven third grade, and nineteen limited third grade. More than sixty per cent. of the applicants for certificates are less than twenty years of age. These, as a rule, possess fair scholarship, but lack in ability to teach.

Among those who attended normal schools there are only a few who pursued their studies in these schools for more than two or three terms; most of them had scarcely been admitted to the first year class, when they departed from the school to pursue the profession of teaching.

Many of our older teachers are making earnest efforts for self improvement. A few of them have successfully mastered the first and second grade branches, during the past two years, and in addition to this, they have closely studied the most approved works on teaching. They are becoming less dependent on books in conducting class exercises, and their schools give evidence of efficient work. In justice to the younger teachers, it must also be said that many of them are desirous of becoming better qualified for their work. They seem to recognize the course of study for

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country schools as an indispensable guide in their school work, and are interested in every kind of knowledge which can in any way contribute to their success as teachers.

The lowest wages paid to male teachers in district schools was \$25, and to female teachers, \$18 per month. In a majority of our districts, the matter of wages is regulated by the grade of work that is being done by the teachers. Many districts that paid only \$30 per month a few years ago, have re-engaged their teachers this year at \$45 and \$50 per month, and they are glad to retain them.

Four towns in this county adopted the town library system in 1887. The books were distributed among the several school districts in these towns, and were quite extensively read by the pupils of nearly all grades. One of the towns did not set aside any money for books this year, for the reason that the matter met with considerable opposition in some communities, in consequence of which the town treasurer could not be induced to withhold the proper amounts from the different districts. Nine towns in this county have no libraries.

Fifteen schools have officially adopted the course of study for country schools, and in as many more the work is done in accordance with its provisions. The reason why only such a small proportion of the schools in the county have adopted the course, is due to the fact that most of our district boards have never had an opportunity to examine it. I have issued a German circular to district boards and parents this year, in which the advantages of the course are set forth in clear and concise language, and its speedy adoption recommended.

In my judgment the general sentiment relating to public schools was never more favorable than now. In many districts where the schools have heretofore been sadly neglected, better teachers are now engaged and sufficient apparatus provided for.

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There are, however, communities where the schools are held in a sort of contempt, which is due to the violent opposition, by a certain element, to secular instruction, but even here we find people who have the courage and the patriotism to defend and protect the noblest of our institutions — the public school.

WAUKESHA COUNTY.

A. J. SMITH, SUPERINTENDENT.

The school-houses of Waukesha county, are, in the majority of cases, situated near the center of the districts, and all but twelve are in good condition. Of these twelve, seven need new buildings and the rest repairing. The majority of the schools are furnished with patent desks and seats, but twenty-nine need reseating. Last year four new buildings were erected at a cost of \$12,587, and over \$6,000 were spent in repairs. This year four new buildings are being erected; several are being overhauled and repaired, with a view to improvements in ventilation, light and seating.

Of the one hundred and nineteen schools in the county, with a seating capacity of eight thousand six hundred and eighty-seven, forty-five are supplied with reading charts, ninety-six with a map of Wisconsin, eighty-two with a map of the United States, fifty-three with a globe, and one hundred nine with Webster's unabridged dictionary. A number of the districts are putting in Yaggy's anatomical chart, and a still greater number are supplying reading charts.

The number of children in the county, of school age, is 10,513. The total number attending school is 6,537, leaving 3,976 who do not attend any school during the year. This will vary somewhat on account of the meager reports from private schools.

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We find a lack of interest among school boards in visiting schools and teachers under their supervision, not over twenty district boards having visited schools during the year.

In a very large majority of cases, school boards show a very commendable interest and care in selecting teachers who have a reputation for good government and ability to teach. This interest has created a demand for better teachers, has increased their wages and aroused in them an ambition to meet the requirements. To this end about twelve attended summer schools, twenty entered normal schools this fall, and many others entered high schools and academies. The average age of teachers last year was twenty-two years, while this year the teaching force of the county averages twenty-four years.

Of the one hundred and ninety certificates issued last year, the education of only nineteen was limited to a district school.

With a few exceptions, I find the teachers ready and willing to take up the work of grading. As a result of this year's work, we have graded six district schools, and have partially classified sixty, ready for the work next year. As a result of examination we have graduated twenty pupils from the district schools, fifteen of whom have entered the high school or academy, and several have entered the normal school at Whitewater. A number of these would never have attended other than a district school had it not been for the examination of graduation and the awarding of diplomas. It put new thoughts, new aspirations, new life and ambition into the pupils and the schools. To the question put to teachers: What result do you see from your efforts to classify and grade your school? I have received in a large majority of cases, this answer: "A decided increase in regularity of attendance, fewer cases of tardiness, and a greater desire among pupils to do good work." What greater encouragement can a teacher or a district board desire from one year's work in this line.

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The greatest difficulty with which I have to contend is the frequent change of teachers, some districts changing for each term during the year. One hundred and fifty-five teachers are required to fill all departments in the public schools of the county. During the year 1885-6 two hundred and thirty teachers were required to meet the demands of the school boards, or a change of seventy-five. During 1887-8, the number decreased to one hundred and ninety-nine, or forty-four changes, making a decrease of thirty-one in the change of teachers during the past two years. We believe that this number can be greatly decreased during the next two years by pointing out to school boards the advantage of employing the same teacher for the year.

Another difficulty is the great variety of text-books in some schools. Sixty-seven districts have adopted a list of text-books, and about two-thirds of these use the latest editions. About ten per cent. of the districts have no system, using as many different books as there are pupils, and not seeming to realize the necessity of a change in the condition of things. With these few schools it is difficult to make advancement in grading. I thoroughly believe in the "course of study for common schools" as a foundation upon which to build, that it is the key to systematizing and unifying the work throughout the state, and, if properly pushed, will be the means of raising the standard of our schools.

The laws affecting first and second grade certificates has given an impetus to teachers throughout the county. Where we had four holding a first grade certificate and twelve a second grade, we now have fifteen teachers with a certificate of the former grade, and forty of the latter, making with the twelve who hold state certificates, sixty-seven teachers holding certificates of the higher grades. I find the teachers earnest in their work and faithful in the discharge of duty, many having raised their grade of certificate without assistance. They respond readily to the call

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for teachers' meetings, of which we have held four during the past eighteen months. One of these was a two days' institute, with an attendance of one hundred and sixty-three enthusiastic teachers, and the practical results of which I saw in visiting during the remainder of the winter and spring term.

Our annual institutes have been well attended, the one held this year, enrolling one hundred and thirty-one members, was full of interest to the close, Professors Gillan and Livingston doing excellent work.

In general, the schools of the county are in a flourishing condition. District boards are striving to supply the demand for apparatus that better work may be done, and it is only a question of a short time when all of the schools will be well equipped for the work demanded of them.



APPENDIX.

1887.

STATISTICAL TABLES.

The following table is an exhibit of the apportionments of the school fund income made in June, 1887, and June, 1888, for the years ending June 30, 1886, and June 30, 1887. The rate for the former year was \$1.237+, and for the latter year \$1.394+ per child of school age. The amount apportioned includes the income of the one mill state tax, which increased the rate 89.61+ cents per child of school age in the apportionment of 1887, and \$1.05 in that for the year 1888. The amount received by the independent cities is included.

TABLE NO. I.

APPORTIONMENT OF SCHOOL FUND INCOME.

COUNTIES.	1887.		1888.	
	No. of children.	Apportionment.	No. of children.	Apportionment.
Adams	2,508	\$3,103 46	2,582	\$3,599 86
Ashland	1,068	1,321 57	2,219	3,093 33
Barron	4,498	5,565 94	4,854	6,766 57
Bayfield	644	796 90	897	1,250 44
Brown	14,908	18,447 50	14,557	20,292 75
Buffalo	6,351	7,858 90	6,239	8,697 29
Burnett	1,250	1,546 77	1,356	1,890 29
Calumet	6,897	8,534 51	6,703	9,344 13
Chippewa	7,938	9,822 69	8,012	11,168 89
Clark	5,589	6,915 96	5,825	8,120 17
Columbia	10,229	12,657 65	9,702	13,524 78
Crawford	6,095	7,542 11	6,149	8,627 59
Dane	20,083	24,851 25	20,052	27,952 89
Dodge	17,438	21,578 20	15,641	21,803 87
Door	5,882	7,278 54	6,133	8,549 52
Douglas	760	940 45	917	1,278 32
Dunn	7,736	9,572 74	7,878	10,982 09
Eau Claire	9,430	11,668 91	8,908	12,417 93
Florence	406	502 39	555	773 68
Fond du Lac	17,394	21,523 77	16,544	23,062 67
Forest	110	136 11	117	163 10
Grant	14,122	17,474 85	13,686	19,078 56
Green	7,883	9,754 63	7,833	10,919 36
Green Lake	5,549	6,866 45	5,487	7,648 99
Iowa	8,599	10,640 59	8,088	11,274 83

Apportionment of School Fund Income.

TABLE No I—APPORTIONMENT OF SCHOOL FUND INCOME.—Con.

COUNTIES.	1887.		1888.	
	No. of children.	Apportionment.	No. of children.	Apportionment.
Jackson	5,458	\$6,753 90	5,591	\$7,793 97
Jefferson	12,106	14,980 24	13,281	18,513 98
Juneau	6,209	7,683 16	5,823	8,117 38
Kenosha	4,798	5,937 13	4,706	6,560 26
Kewaunee	7,551	9,343 79	7,098	9,894 75
La Crosse	11,778	14,574 39	12,156	16,945 71
LaFayette	7,451	9,220 06	7,311	10,191 68
Langlade	1,915	2,369 66	2,170	3,025 02
Lincoln	1,757	2,174 15	1,976	2,754 58
Manitowoc	15,586	19,286 50	15,033	20,956 30
Marathon	10,231	12,660 08	10,566	14,729 21
Marinette	3,868	4,786 36	4,553	6,346 97
Marquette	3,706	4,585 87	3,645	5,081 20
Milwaukee	64,987	80,416 46	67,945	94,716 69
Monroe	8,618	10,664 10	8,593	11,978 81
Oconto	4,639	5,740 36	4,565	6,363 70
Oneida	222	274 70	332	462 81
Outagamie	13,974	17,291 93	12,611	17,579 99
Ozaukee	6,495	8,037 06	5,951	8,295 81
Pepin	2,603	3,221 01	2,600	3,624 45
Pierce	7,174	8,877 30	7,131	9,940 76
Polk	4,569	5,653 76	4,773	6,653 66
Portage	8,732	10,805 19	8,959	12,489 02
Price	712	881 03	858	1,196 07
Racine	12,399	15,342 82	12,111	16,882 98
Richland	7,364	9,112 41	7,449	10,884 05
Rock	13,964	17,279 42	13,675	19,063 22
St. Croix	7,138	8,832 70	7,540	10,510 91
Sauk	10,744	13,294 86	10,662	14,863 04
Sawyer	368	455 38	286	328 99
Shawano	5,601	6,930 83	6,066	8,456 12
Shelbygan	14,909	18,448 72	15,242	21,247 65
Taylor	1,824	2,257 06	1,985	2,767 13
Trempealeau	7,148	8,845 09	7,165	9,988 15
Vernon	9,612	11,894 13	9,536	13,293 37
Walworth	8,472	10,483 50	8,493	11,839 41
Washburn	332	410 83	441	614 76
Washington	9,104	11,265 53	8,706	12,136 34
Waukesha	10,463	12,947 23	10,439	14,553 17
Waupaca	9,163	11,338 58	9,182	12,799 89
Waushara	5,292	6,548 53	5,125	7,144 35
Winnebago	16,448	20,353 21	16,171	22,542 70
Wood	5,203	6,438 34	5,399	7,526 31
Totals	554,054	\$685,600.00	554,824	\$773,435.75

*Children and School Attendance.*TABLE NO. II — 1887.
CHILDREN AND SCHOOL ATTENDANCE.

COUNTIES.	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	Whole number of children over 4 and under 20 years of age in the county.	No. over 4 and under 20 years in those districts which maintained school six or more months.	No. of days a school was taught by a qualified teacher.	No. over 4 and under 20 years who have attended school.	No. under 4 years who have attended school.	No. over 20 years of age who have attended school.	Total number of different pupils who have attended school during the year.	Whole number of days of attendance of pupils.	No. of children between 7 and 15 in the county.	No. of children between 7 and 15 who have attended public school.	Per cent. of enrollment on whole number of children of school age.	Per cent. of enrollment on whole number of children between the ages of 7 and 15.
Adams.....	1,353	1,247	2,600	2,582	10,543	2,104	2	6	2,082	135,951	1,350	1,322	79	91
Ashland.....	458	472	930	930	2,128	333	2	2	457	19,439	886	274	57	75
Barron.....	2,507	2,417	4,924	4,854	12,635	3,113	7	12	3,404	211,630	2,074	1,980	77	84
Bayfield.....	441	456	897	897	1,495	516	3	...	586	25,871	413	262	...	...
Brown.....	5,136	4,731	9,867	9,867	13,921	4,958	23	7	4,986	370,092	5,243	4,082	51	74
Buffalo.....	3,162	3,077	6,239	6,239	14,125	3,913	11	14	3,928	275,604	2,341	2,602	69	78
Burnett.....	717	769	1,486	1,356	2,733	870	2	3	875	45,068	867	680	59	77
Calumet.....	3,470	3,233	6,703	6,703	12,748	3,517	3	1	3,521	265,413	3,892	2,762	53	90
Chippewa.....	4,131	3,891	8,012	8,012	18,225	4,642	3	9	5,556	313,413	3,836	2,745	66	75
Clark.....	3,020	2,805	5,825	5,825	19,125	3,847	2	9	3,867	350,729	3,064	2,659	72	90
Columbia.....	3,925	3,541	7,466	7,448	27,806	5,734	11	68	3,863	439,390	3,797	3,607	80	95
Crawford.....	2,616	2,451	5,067	5,067	14,443	3,687	30	14	3,731	197,465	2,669	2,359	76	90
Dane, 1st dist.	4,438	4,021	8,459	8,459	27,469	5,371	4	51	5,426	445,779	4,625	3,957	63	87
Dane, 2nd dist.	3,779	3,563	7,362	7,362	22,392	5,124	6	49	5,179	340,888	4,005	3,477	69	86

Children and School Attendance.

TABLE NO. II. — CHILDREN AND SCHOOL ATTENDANCE — Continued.

COUNTIES.	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	Whole number of children over 4 and under 20 years of age in the county.	No. over 4 and under 20 years in those districts which maintained school six or more months.	No. of days a school was taught by a qualified teacher.	No. over 4 and under 20 years who have attended school.	No. under 4 years of age who have attended school.	No. over 20 years of age who have attended school.	Total number of different pupils who have attended school during the year.	Whole number of days of attendance of pupils.	No. of children between 7 and 15 in the county.	No. of children between 7 and 15 who have attended public school.	Per cent. of enrollment on whole number of children of school age.	Per cent. of enrollment on whole number of children between the ages of 7 and 15.
Dodge	7,110	6,848	13,958	13,958	35,788	8,567	7	24	8,598	684,090	7,661	5,061	.65	.82
Deer	2,841	2,646	5,487	5,487	9,617	3,243	16	7	3,266	242,730	3,355	2,463	.16	.73
Douglas	452	465	917	917	586	445	...	...	442	48,178	517	457	.85	.81
Dunn	3,324	2,999	6,323	6,298	17,144	4,410	2	23	4,470	278,968	3,621	2,630	.70	.80
Eau Claire	4,568	4,340	8,908	8,908	3,012	5,363	...	16	5,874	513,788	5,037	4,575	.66	.87
Florence	297	258	555	555	1,113	413	...	...	413	47,710	304	270	.71	.65
Fond du Lac	5,361	5,155	10,516	10,516	33,880	6,476	15	18	6,507	501,131	5,864	4,520	.62	.78
Forest	57	60	117	117	920	89	...	...	92	6,057	80	67	.77	.76
Grant	6,958	6,728	13,686	13,686	32,480	10,027	12	36	10,075	831,602	7,480	6,571	.79	.87
Green	3,886	3,529	7,415	7,415	23,575	6,028	8	20	6,056	482,933	3,837	3,012	.81	.93
Green Lake	2,115	2,036	4,151	4,151	12,833	2,662	4	3	2,669	193,205	2,295	1,966	.66	.77
Iowa	3,660	3,491	7,151	7,151	21,227	5,241	17	6	5,264	361,347	3,951	3,418	.74	.88
Jackson	2,919	2,698	5,617	5,594	13,199	3,925	3	11	3,939	264,514	2,719	2,170	.74	.81
Jefferson	4,995	4,765	9,760	9,760	25,276	6,176	2	25	6,203	489,017	5,174	4,384	.62	.84
Juneau	3,013	2,891	5,904	5,823	13,600	4,267	10	15	4,292	380,374	3,204	2,907	.70	.91

Children and School Attendance.

	1,469	1,486	2,954	2,954	11,064	1,916	2	8	1,926	164,167	1,414	1,175	65	88
Kenosha	3,383	3,515	7,098	7,098	11,158	3,616	6	11	3,633	300,044	4,020	2,725	52	71
Kewaunee	2,419	2,530	4,645	4,645	11,328	2,971	...	...	2,984	225,445	3,552	2,215	63	86
La Crosse	3,699	3,612	7,311	7,311	25,073	5,357	7	23	5,387	499,719	3,891	3,572	76	96
La Fayette	1,184	1,069	2,253	2,170	7,515	1,510	...	3	1,578	104,896	1,374	1,141	65	78
Langlade	367	428	815	815	4,135	635	1	...	636	62,781	496	475	63	94
Lancolin	7,907	7,428	15,033	15,033	22,455	7,628	5	10	7,643	722,428	8,093	5,792	50	72
Manitowoc	4,016	3,689	7,705	7,672	17,534	4,532	1	1	4,584	347,162	4,630	3,499	44	55
Marathon	1,072	1,011	2,083	2,029	2,814	1,090	...	...	1,096	77,028	1,119	857	36	47
Marquette	1,842	1,803	3,645	3,645	9,796	2,411	5	22	2,502	165,478	1,883	1,654	68	84
Milwaukee	4,300	4,281	8,581	8,581	13,089	3,835	1	...	3,836	348,181	4,952	3,274	45	64
Milwaukee	4,222	4,371	8,593	8,593	22,599	6,082	8	24	6,115	467,220	3,972	3,523	69	83
Monroe	1,793	1,949	3,342	3,312	7,555	2,534	...	...	2,554	166,962	2,030	1,655	70	80
Monroe	176	156	332	332	1,140	181	...	...	181	17,474	162	116	58	72
Oneida	4,830	4,482	9,312	9,011	18,375	5,498	15	2	5,329	344,206	5,319	4,046	59	74
Outagamie	2,961	2,990	5,951	5,951	9,677	2,964	2	...	2,973	272,236	3,102	2,093	53	66
Ozaukee	1,333	1,267	2,600	2,600	6,098	1,849	...	6	1,855	132,182	1,364	1,252	75	92
Papin	3,692	3,518	7,210	7,131	18,267	4,960	...	29	4,990	317,628	3,759	3,292	71	86
Pierce	2,498	2,284	4,782	4,773	13,926	3,289	3	16	3,308	218,092	2,885	2,437	71	79
Polk	3,300	3,010	6,310	6,310	15,437	3,731	1	19	3,757	242,663	3,334	2,406	48	73
Portage	489	392	881	858	3,940	675	3	...	678	28,546	568	520	72	92
Price	2,608	2,355	5,023	4,992	12,641	3,342	...	4	3,340	260,243	3,078	2,548	69	83
Racine	3,801	3,648	7,449	7,449	21,453	5,593	5	48	5,646	403,329	3,890	3,524	74	90
Richland	2,224	2,187	4,411	4,411	18,133	3,209	3	10	3,222	273,158	2,375	2,186	72	92
Rock, 1st dist.	1,893	1,826	3,719	3,719	19,268	2,446	2	4	2,533	216,110	1,916	1,768	77	91
Rock, 2d dist.	3,443	3,301	6,744	6,744	18,884	4,880	1	9	4,890	327,713	3,505	3,097	73	81
St. Croix	4,641	4,313	9,054	9,054	23,423	6,294	11	18	6,329	498,236	4,980	4,293	70	86
Sauk	127	109	236	236	1,100	236	...	...	236	18,325	105	101	70	85
Sawyer	3,180	2,886	6,066	6,066	12,102	2,988	6	8	3,299	182,810	3,438	2,323	57	72
Shawano	5,105	4,916	10,021	10,021	23,001	6,006	10	13	6,042	506,984	5,350	4,441	61	83
Sheboygan	1,051	934	1,985	1,985	5,864	1,224	27	1	1,252	88,883	1,080	872	65	76
Taylor	3,709	3,456	7,165	7,165	13,600	4,355	8	36	4,384	261,289	3,898	3,033	63	77
Trempealeau	4,911	4,625	9,536	9,536	21,266	7,163	24	40	7,124	469,508	5,247	4,629	74	87
Vernon	3,699	3,457	7,156	7,156	25,702	5,375	13	32	5,166	494,858	3,845	3,483	80	93
Walworth	223	208	441	441	1,089	305	1	...	306	35,296	277	221	46	61
Washington	4,471	4,294	8,765	8,706	20,808	4,685	5	8	4,698	352,911	4,867	3,725	59	76

Children and School Attendance.

TABLE NO. II.—CHILDREN AND SCHOOL ATTENDANCE—Continued.

COUNTIES.	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	Whole number of children over 4 and under 20 years of age in the county.	No. over 4 and under 20 years in those districts which maintained school six or more months.	No. of days a school was taught by a qualified teacher.	No. over 4 and under 20 years who have attended school.	No. under 4 years of age who have attended school.	No. over 20 years of age who have attended school.	Total number of different pupils who have attended school during the year.	Whole number of days of attendance of pupils.	No. of children between 7 and 15 in the county.	No. of children between 7 and 15 who have attended public school.	Per cent. of enrollment on whole number of children of school age.	Per cent. of enrollment on whole number of children between the ages of 7 and 15.
Waukesha . . .	5,520	4,919	10,439	10,439	29,485	6,385	10	15	6,410	665,019	5,750	4,677	.70	.22
Waupaca . . .	4,205	3,868	8,073	8,073	18,729	5,335	7	19	5,356	307,855	4,204	3,514	.65	.22
Waushara . . .	2,653	2,472	5,125	5,125	22,141	3,499	9	26	3,718	220,987	2,409	2,006	.74	.22
Winnebago . .	3,077	2,907	5,984	5,984	20,360	4,118	10	19	4,139	356,574	3,214	2,821	.64	.22
Wood	2,571	2,398	4,969	4,876	8,879	2,632	2	1	2,643	200,400	2,866	1,980	.59	.16
Totals	210,750	190,340	410,090	408,936	1,036,481	202,214	408	942	205,405	20,097,996	222,705	182,000	.64	.66

Graded Schools, Teachers, Wages, Etc.

TABLE No. III.—1887.
GRADED SCHOOLS, TEACHERS, WAGES, NUMBER OF SCHOOLS, SUPERINTENDENTS' VISITS.

COUNTIES.	GRADED SCHOOLS.						TEACHERS.				WAGES.		No. of public schools in the county.		SUPERINTENDENTS' VISITS.		
	No. of schools with two departments.	No. of schools with three departments.	No. of schools with four or more departments.	No. of graded schools that have adopted a course of study.	No. of schools with only one department that have adopted a course of study.	No. of teachers required to teach the schools.	No. of male teachers employed during the year.	No. of female teachers employed during the year.	No. of different persons employed during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.	No. of schools visited by the county superintendent during the year.	No. of such visits made by the county superintendent during the year.	No. of public schools in the county.	No. of schools visited by the county superintendent during the year.	No. of such visits made by the county superintendent during the year.	
Adams.....	1					67	13	104	117	\$28 00	\$19 30	66	67	66	67	137	
Ashland.....	4					17	5	21	...	65 00	46 00	15	13	15	13	19	
Barron.....	1					107	45	123	168	41 99	30 20	91	63	91	63	71	
Bayfield.....	2					11	3	12	15	71 66	38 17	9	10	9	10	15	
Brown.....	4					89	24	75	99	40 48	28 60	81	80	81	80	103	
Buffalo.....	1					91	52	78	123	39 22	28 51	84	91	84	91	149	
Burnett.....	1					23	5	31	36	32 25	29 74	22	20	22	20	37	
Calumet.....	4					77	22	70	91	38 41	27 42	67	68	67	68	228	
Chippewa.....	2					165	47	168	234	44 62	31 91	150	147	150	147	189	
Clark.....	3					116	36	156	202	41 87	29 12	103	116	103	116	155	
Columbia.....	5					164	62	201	263	41 52	23 77	144	143	144	143	238	
Crawford.....	4					97	35	133	178	32 06	19 35	93	61	93	61	62	
Dane, 1st district.....	4					141	42	178	220	43 25	27 39	120	125	120	125	167	
Dane 2d district.....	6					139	64	158	210	33 64	25 44	122	120	122	120	161	
Dodge.....	6					216	70	228	293	40 55	24 15	180	189	180	189	246	

Graded Schools, Teachers, Wages, Etc.

TABLE No. III.—GRADED SCHOOLS, TEACHERS, WAGES, NUMBER OF SCHOOLS, SUPERINTENDENTS' VISITS—Continued.

COUNTIES.	GRADED SCHOOLS.						TEACHERS.				WAGES.		No. of public schools in the county.		No. of schools visited by the county superintendents during the year.		No. of such visits made by the county superintendents during the year.	
	No. of schools with two departments.	No. of schools with three departments.	No. of schools with four or more departments.	No. of graded schools that have adopted a course of study.	No. of schools that have adopted a course of study.	No. of schools that have adopted a course of study.	No. of teachers required to teach the schools.	No. of male teachers employed during the year.	No. of female teachers employed during the year.	No. of different persons employed during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.						
Door.....	3	2	1	2	62	63	25	56	81	29 57	29 04	02	02	02	134	134	134	134
Douglas.....	6	1	1	5	11	14	4	16	20	80 00	44 00	0	113	100	132	132	132	132
Dunn.....	2	2	4	7	19	131	25	160	187	36 50	28 52	08	87	68	138	138	138	138
Eau Claire.....	2	1	1	1	1	10	3	9	12	48 75	41 67	6	6	7	17	17	17	17
Florence.....	2	2	2	4	28	174	53	235	285	35 70	24 26	165	165	162	210	210	210	210
Fond du Lac.....	6	4	8	13	5	6	6	6	6	32 50	32 50	5	5	6	17	17	17	17
Forest.....	6	4	8	13	5	267	70	319	389	45 74	23 28	213	213	167	180	180	180	180
Grant.....	4	1	2	5	5	150	66	216	282	38 25	23 00	131	131	131	149	149	149	149
Green.....	5	2	1	2	17	80	23	94	117	35 13	24 50	71	71	73	157	157	157	157
Green Lake.....	8	2	2	4	17	140	38	156	165	40 06	22 47	121	121	113	116	116	116	116
Iowa.....	2	2	2	2	8	97	29	139	168	39 46	26 88	82	82	77	117	117	117	117
Jackson.....	8	5	5	6	6	168	44	163	207	40 15	25 85	126	126	121	131	131	131	131
Jefferson.....	8	5	5	6	6	168	44	163	207	40 15	25 85	126	126	121	131	131	131	131

Graded Schools, Teachers, Wages, Etc.

Juneau.....	1	1	4	13	124	22	155	177	52	09	22	56	96	150
Kenosha.....	1	1	1	2	62	27	68	95	35	56	29	86	61	121
Keweenaw.....	1	1	2	1	55	28	33	57	36	47	26	90	53	180
La Crosse.....	1	1	2	8	73	40	67	102	43	71	27	18	66	72
LaFayette.....	7	1	2	10	149	65	173	238	37	99	23	17	125	115
Langlade.....	2	1	3	2	59	15	53	81	37	71	27	79	54	28
Lincoln.....	1	1	1	1	27	4	31	36	35	66	32	16	27	62
Manitowoc.....	2	5	7	50	142	60	93	153	47	00	31	40	108	152
Marathon.....	4	2	3	14	139	58	119	157	38	17	30	35	129	73
Marquette.....	1	2	1	6	26	5	21	26	50	00	33	19	25	69
Milwaukee.....	3	1	2	1	15	74	90	34	96	18	88	58	43	63
Milwaukee.....	7	2	4	2	79	28	57	85	50	48	32	69	66	98
Monroe.....	7	2	2	2	154	34	199	226	40	75	22	90	132	96
Oconto.....	1	1	1	2	45	19	44	63	41	27	31	09	45	67
Ontonagon.....	1	1	1	1	6	6	6	9	.....	.....	39	37	5	7
Outagamie.....	4	1	2	13	125	24	153	170	44	69	25	58	113	183
Ozaukee.....	5	1	1	1	69	39	33	72	46	97	31	05	38	75
Pepin.....	1	1	1	1	47	23	51	74	42	65	27	52	40	59
Pierce.....	2	1	2	6	121	67	138	205	43	14	35	73	107	94
Polk.....	4	1	2	4	97	30	128	158	37	77	30	08	91	83
Portage.....	2	1	3	4	95	14	113	127	37	77	25	54	91	106
Price.....	2	1	3	4	32	14	33	47	49	98	37	53	35	132
Racine.....	2	1	3	36	83	15	100	115	41	83	27	83	76	132
Richland.....	5	2	1	94	139	51	188	241	32	14	22	94	123	277
Rock, 1st district.....	2	1	2	1	96	23	153	176	42	23	27	62	85	84
Rock, 2d district.....	2	1	2	5	97	14	130	157	38	60	24	60	86	122
Rock, 3d district.....	3	2	3	3	124	43	150	197	41	98	32	17	112	167
St. Croix.....	8	2	1	19	177	50	212	261	38	81	26	18	100	260
Sauk.....	9	2	1	5	7	3	7	12	48	83	40	20	9	18
Sawyer.....	1	1	1	5	85	15	106	125	30	88	35	36	83	71
Shawano.....	1	1	1	5	130	50	137	184	44	25	28	42	113	184
Sheboygan.....	4	1	2	2	44	18	43	61	32	26	27	64	40	40
Taylor.....	2	1	1	1	108	43	106	152	40	03	97	12	96	180
Trempealeau.....	3	3	1	5	165	60	208	271	29	38	21	98	152	196
Vernon.....	4	1	3	4	13	55	192	249	48	20	26	87	114	146
Walworth.....	5	3	4	5	159	55	192	249	48	20	26	87	114	146
Waushara.....	1	1	1	1	11	2	10	16	55	00	32	83	5	16

Graded Schools, Teachers, Wages, Etc.

TABLE No. III.—GRADED SCHOOLS, TEACHERS, WAGES, NUMBER OF SCHOOLS, SUPERINTENDENTS' VISITS—Continued.

COUNTIES.	GRADED SCHOOLS.						TEACHERS.				WAGES.		No. of public schools in the county.	No. of schools visited by the county superintendents during the year.	No. of such visits made by the county superintendents during the year.	SUPERINTENDENTS' VISITS.
	No. of schools with two departments.	No. of schools with three departments.	No. of schools with four or more departments.	No. of graded schools that have adopted a course of study.	No. of schools with only one department that have adopted a course of study.	No. of teachers required to teach the schools.	No. of male teachers employed during the year.	No. of female teachers employed during the year.	No. of different persons employed during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.					
Washington.....	5	1	2	4	4	113	55	76	131	\$44 77	\$24 13	99	96	96	96	96
Waukesha.....	9	2	3	5	4	150	45	173	218	48 43	26 57	118	118	118	176	176
Waupaca.....	4	1	2	1	1	127	25	153	178	41 08	25 38	116	113	113	120	120
Waushara.....	4	1	2	1	1	105	36	159	195	28 56	22 60	101	100	100	.....	.....
Winnebago.....	3	1	2	3	4	110	26	146	174	34 83	24 32	101	101	101	926	926
Wood.....	1	1	2	3	3	64	17	68	85	42 50	29 63	55	48	48	90	90
Totals.....	205	53	113	220	548	6,814	2,224	7,846	8,852	\$42 25	\$29 58	5,977	5,673	5,673	8,157	8,157

School-Houses, Sites, and School Appliances.

TABLE NO. IV.—1887.

SCHOOL-HOUSES, SITES, AND SCHOOL APPLIANCES.

COUNTIES.	No. of school-houses built during year.	Whole number of school-houses in the county.	No. of pupils school-houses will accommodate.	No. of school-houses of stone or brick.	No. of school-houses in good condition.	No. of school houses with out-tiled.	No. school-houses properly ventilated.	No. of school-houses with separate out-houses for both sexes.	Cost of school-houses built this year.	SITES.		No. of districts having black-boards.	No. having reading charts.	No. having a map of Wisconsin.	No. having a map of the United States.	No. having a globe.	No. having a Webster's Unabridged Dictionary.
										No. of sites containing less than one acre.	No. of sites well enclosed.						
Adams	1	65	2,693	....	59	54	57	50	\$250	44	20	65	13	23	36	7	61
Ashland.....	3	16	638	....	11	11	11	13	1,175	8	2	13	2	2	3	7	8
Barron	9	92	4,495	2	85	76	79	72	6,750	24	31	80	30	32	38	36	52
Bayfield.....	1	9	890	....	5	5	5	4	12,000	4	1	8	6	5	5	5	6
Brown	3	81	5,989	15	71	74	72	78	1,438	60	59	80	25	45	52	23	69
Buffalo.....	1	82	5,390	9	71	64	43	67	14,000	51	23	82	36	47	46	16	78
Burnett.....	1	18	673	....	14	14	14	15	330	3	4	19	11	6	8	9	18
Calumet	4	69	4,466	12	65	62	50	62	4,573	50	34	67	13	30	17	15	45
Chippewa	13	136	6,441	4	111	123	126	122	15,263	70	50	103	63	80	69	63	99
Clark	12	104	5,112	2	91	85	80	80	11,766	37	37	103	47	67	73	57	93
Columbia	2	144	8,433	22	125	106	133	116	11,161	99	38	141	85	101	92	53	141
Crawford	2	93	4,757	4	76	67	64	58	1,150	65	19	92	40	53	49	29	86
Dane, 1st district	5	127	6,612	38	110	111	89	122	10,020	72	78	126	56	69	96	64	119
Dane, 2d district.....	1	123	6,885	34	109	97	103	102	900	86	40	126	56	69	96	64	119

School-Houses, Sites, and School Appliances.

TABLE NO. IV.—SCHOOL-HOUSES, SITES AND SCHOOL APPLIANCES — Continued.

COUNTIES.	No. of school-houses built during year.	Whole number of school-houses in the county.	No. of pupils school-houses will accommodate.	No. of school-houses of stone or brick.	No. school-houses in good condition.	No. of school-houses with outhouses in good condition.	No. school-houses properly ventilated.	No. of school-houses with separate outhouses for both sexes.	Cost of school-houses built this year.	SITES.		No. of districts having blackboards.	No. having reading charts.	No. having a map of Wisconsin.	No. having a map of the United States.	No. having a globe.	No. having a Webster's Unabridged Dictionary.
										No. of sites containing less than one acre.	No. of sites well enclosed.						
Dodge.....	4	189	12,026	55	173	162	131	161	\$3,053	159	78	187	70	118	123	48	180
Door.....	2	62	3,335	3	54	52	58	44	2,065	20	23	57	45	53	52	37	60
Douglas.....	1	8	740	...	8	8	8	8	1,200	7	2	4	2	2	2	2	3
Dunn.....	7	113	5,108	...	99	98	89	97	4,000	51	40	111	47	68	78	57	107
Eau Claire.....	4	90	9,313	3	82	81	57	63	2,020	60	33	72	21	30	27	16	50
Florence.....	2	6	532	...	6	5	4	5	600	3	2	7	6	6	6	3	6
Fond du Lac.....	1	165	9,080	17	143	135	128	149	470	144	65	162	34	86	97	45	148
Forest.....	3	5	220	...	5	5	5	4	3,100	2	...	5	...	2	1	...	4
Grant.....	5	221	13,444	86	198	171	192	184	4,090	112	106	212	98	106	107	55	195
Green.....	...	131	7,899	26	115	107	114	106	...	87	52	131	37	67	80	58	118
Green Lake.....	3	71	3,445	10	63	58	56	56	1,125	46	30	59	8	22	21	12	42
Iowa.....	5	123	7,131	8	102	89	95	82	1,996	88	42	105	70	72	75	84	102
Jackson.....	2	82	4,559	3	69	61	66	69	1,050	44	24	79	16	44	40	12	71
Jefferson.....	3	130	7,854	89	112	116	92	112	1,627	105	58	...	...	...	...	...	...
Juneau.....	3	103	5,564	5	74	74	89	80	961	60	17	62	13	31	28	21	46

School Houses, Sites, and School Appliances.

Kenosha.....	61	2,755	9	55	54	3	58	639	49	36	61	3	44	48	28	56
Kewaunee.....	4	4,479	7	48	43	43	46	3,440	34	38	53	20	44	39	26	53
La Crosse.....	2	8,580	15	54	58	62	57	1,662	42	67	66	34	37	40	42	68
La Fayette.....	3	7,777	21	111	99	101	92	1,325	68	4	121	44	54	69	50	102
Langlade.....	3	2,087	...	45	43	41	32	788	13	8	44	11	33	36	12	40
Lincoln.....	4	1,015	...	25	21	23	23	1,400	11	12	21	1	23	16	2	17
Manitowoc.....	2	9,407	27	96	99	92	93	1,900	86	58	108	37	82	82	24	108
Marathon.....	7	5,463	1	118	111	97	102	5,028	52	4	118	28	68	68	25	90
Marquette.....	1	1,100	...	23	23	21	21	550	10	4	19	10	13	14	7	16
Marquette.....	1	3,182	...	52	52	48	44	231	40	15	47	6	27	23	7	44
Milwaukee.....	1	3,922	29	55	60	50	52	573	58	40	66	9	17	18	7	32
Monroe.....	7	7,850	8	103	106	97	100	3,148	91	34	98	51	39	38	22	87
Oconto.....	2	2,574	2	43	38	41	38	600	7	30	30	19	21	21	10	20
Oneida.....	1	4,455	...	4	3	3	4	3,000	3	...	6	3	4	5	4	5
Outagamie.....	2	8,137	13	94	97	94	97	7,444	88	68	100	38	51	50	16	74
Ozaukee.....	2	4,330	38	56	56	44	52	1,900	56	30	33	16	28	26	9	29
Pepin.....	2	40	...	37	34	34	36	644	18	6	40	14	18	18	19	30
Pierce.....	4	5,905	7	90	84	56	91	16,340	71	37	81	19	58	61	34	78
Polk.....	9	3,987	2	74	76	80	79	8,272	22	34	72	31	36	50	22	67
Portage.....	5	4,903	4	71	58	46	38	2,100	70	25	85	42	51	46	15	25
Price.....	6	1,530	...	24	23	25	16	2,883	3	11	28	26	21	27	25	25
Racine.....	...	3,764	30	67	69	67	68	...	64	38	75	14	42	42	29	71
Richland.....	8	6,783	3	100	93	102	102	1,940	87	53	120	69	66	94	73	109
Rock, 1st district.....	2	4,240	30	72	68	68	70	2,025	54	34	83	23	36	36	35	62
Rock, 2d district.....	...	3,680	12	80	71	59	70	...	66	45	84	35	62	62	53	77
St. Croix.....	3	5,082	4	84	89	57	100	1,720	49	35	113	38	55	65	48	81
Sauk.....	2	7,581	14	129	128	127	131	1,000	117	51	159	93	101	117	80	144
Sawyer.....	4	275	...	6	6	1	1	2,100	5	...	4	3	4	4	3	4
Shawano.....	5	4,035	2	64	70	56	64	1,470	50	27	80	12	61	51	7	67
Sheboygan.....	2	7,819	11	90	98	98	93	4,500	100	50	94	19	77	86	18	86
Taylor.....	4	1,878	1	37	38	37	39	960	8	5	37	10	25	22	10	35
Trempealeau.....	4	5,293	9	85	85	75	80	1,964	47	46	73	17	32	27	19	69
Vernon.....	9	8,797	4	126	110	128	102	4,221	108	37	153	35	35	35	35	134
Walworth.....	8	7,022	29	99	97	98	107	3,296	90	51	118	17	51	71	49	99
Washington.....	4	598	...	8	6	8	6	1,642	2	3	8	6	6	2	4	8
Washington.....	1	7,125	62	89	94	48	84	3,000	96	23	99	18	68	69	18	97

School-Houses, Sites, and School Appliances.

TABLE NO. IV. — SCHOOL-HOUSES, SITES, AND SCHOOL APPLIANCES — Continued.

COUNTIES.	No of school-houses built during year.	Whole number of school-houses in the county.	No. of pupils school-houses will accommodate.	No. of school-houses of brick or stone.	No. of school-houses in good condition.	No. of school-houses with out-houses in good condition.	No. of school houses properly ventilated.	No. of school-houses with separate out-houses for both sexes.	Cost of school-houses built this year.	SITES.		No. of districts having blackboards.	No. having reading charts.	No. having a map of Wisconsin.	No. having a map of the United States.	No. having a globe.	No. having a Webster's Unabridged Dictionary.
										No. of sites containing less than one acre.	No. of sites well enclosed.						
Waukesha	3	118	8,326	54	103	102	93	108	\$25,005	93	43	109	37	68	70	57	105
Waupaca	4	118	6,544	3	101	101	83	99	2,629	68	51	116	19	54	70	13	73
Waushara	4	101	4,914	4	93	80	77	84	1,671	58	81	83	11	31	38	10	71
Winnebago	1	101	5,755	15	87	86	85	89	600	86	43	96	82	84	73	52	90
Wood	2	53	2,756	...	43	46	43	35	407	29	23	50	41	31	30	30	46
Totals	233	5,939	320,885	866	5,157	5,247	4,804	4,884	\$247,907	3,830	2,333	5,302	3,283	2,756	3,212	1,826	4,677

Districts, Valuation of School-Houses, Sites, Etc.

TABLE No. V.—1887.
DISTRICTS, VALUATION OF SCHOOL-HOUSES AND SITES, TEXT BOOKS.

COUNTIES.	VALUATION.					TEXT-BOOKS.								
	No. of regular school districts in the county.	No. of such districts which have reported.	No. of parts of districts in the county.	No. of parts which have reported.	No. of joint districts with school houses or sites in the county.	Highest valuation of school-house and site in the county.	Cash value of all school-houses in the county.	Cash value of all the sites.	Cash value of apparatus, etc.	No. of districts which have adopted a list of text-books.	No. which use only text-books.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.
Adams	45	45	45	45	21	\$2,075	\$21,520	\$831	\$727	31	19	18	5	13
Ashland	14	14	14	14	13	5,700	7,500	3,480	1,680	11	11	4	4	19
Barren	83	79	26	22	13	7,000	45,939	7,481	4,503	54	47	46	25	4
Bayfield	9	9	1	1	1	7,000	11,400	3,550	.....	4	4	4	2	2
Brown	71	71	12	13	9	10,000	51,610	4,825	1,755	32	25	13	4	7
Brown	66	66	45	47	16	15,500	57,970	5,025	3,929	61	48	43	13	42
Buffalo	20	19	2	2	1	880	6,780	285	1,005	17	16	16	13	3
Burnett	51	51	34	34	16	6,000	47,880	5,055	2,143	33	25	19	3	16
Calumet	125	125	6	6	4	4,000	83,029	9,214	4,551	73	70	59	53	20
Chippewa	78	78	47	47	21	4,000	76,259	7,423	6,168	86	70	72	53	23
Clark	110	110	45	45	34	14,500	92,666	9,079	1,732	69	45	10	3	8
Columbia	66	66	59	59	27	2,650	35,575	2,762	2,875	38	30	10	6	4
Crawford	74	74	118	118	52	16,400	98,680	9,996	3,238	58	33	18	3	14
Dane, 1st district	116	116	47	47	16	10,000	71,085	6,432	2,542	59	46	82	4	27
Dane, 2d district														

Districts, Valuation of School-Houses, Sites, Etc.

TABLE No. V.—DISTRICTS, VALUATION OF SCHOOL-HOUSES AND SITES, TEXT-BOOKS—Continued.

COUNTIES.	VALUATION.					TEXT-BOOKS.								
	No. of regular school districts in the county.	No. of such districts which have reported.	No. of parts of districts in the county.	No. of parts which have reported.	No. of joint districts with school-houses or sites in the county.	Highest valuation of school-house and site in the county.	Cash value of all school-houses in the county.	Cash value of all the sites.	Cash value of apparatus, etc.	No. of districts which have adopted a list of text-books.	No. of districts which use only text-books adopted.	No. of districts which purchase text books.	No. which loan them to pupils.	No. which sell them to pupils.
Dodge.....	138	138	109	109	53	\$13,000	\$113,144	\$16,175	\$5,942	88	78	33	5	26
Door.....	56	56	8	8	4	1,900	25,230	2,102	3,825	43	39	40	10	32
Douglas.....	4	4				4,000	10,675	2,580	85	4	4	4	4	...
Dunn.....	96	95	36	36	17	3,900	47,718	3,400	5,384	79	67	51	35	21
Eau Claire.....	75	75	2	21	4	5,500	81,439	22,305	2,601	36	30	25	20	5
Florence.....	7	7				9,400	10,800	570	385	5	5	1	1	...
Fond du Lac.....	121	121	98	98	44	7,500	87,728	9,190	3,020	51	33	7	3	4
Forest.....	7	6				1,800	4,400	435	75	4	4	4	2	2
Grant.....	162	162	114	114	51	18,000	234,985	13,494	5,555	100	80	41	6	37
Green.....	100	100	67	67	33	14,500	94,218	6,265	3,438	65	51	14	2	11
Green Lake.....	46	46	49	49	23	3,600	34,978	2,294	13,035	26	21	8	...	9
Iowa.....	97	97	48	48	99	6,000	53,702	6,279	4,478	55	43	23	9	11
Jackson.....	53	54	49	49	28	30,000	66,835	5,428	1,825	61	53	49	11	44
Jefferson.....	85	85	89	89	43	25,000	145,470	8,244	3,643	63	52	11	4	9
Juneau.....	75	75	44	44	19	1,700	59,683	4,691	1,986	40	25	15	8	6

Districts, Valuation of School Houses, Sites, Etc.

	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																				
Kenosha.....	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																				
Kewaunee.....	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																							
La Crosse.....	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																											
La Fayette.....	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150																		
Langlade.....	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																														
Lincoln.....	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80																		
Manitowoc.....	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150														
Marathon.....	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180												
Marquette.....	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80															
Milwaukee.....	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																			
Monroe.....	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																																		
Oconto.....	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150																
Oconto.....	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																					
Oneida.....	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80				
Outagamie.....	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150																		
Ozaukee.....	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																										
Pepin.....	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100										
Pierce.....	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150																	
Polk.....	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150							
Portage.....	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150
Price.....	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100									
Racine.....	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																																	
Richland.....	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150																												
Rock, 1st district.....	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																																				
Rock, 2d district.....	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																																						
St. Croix.....	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150																	
Sauk.....	119	120	121	122	123	124	125	126	127	128																																																																					

Districts, Valuation of School-Houses, Sites, Etc.

TABLE NO. V.—DISTRICTS, VALUATION OF SCHOOL-HOUSES AND SITES, TEXT-BOOKS — Continued.

COUNTIES.	VALUATION.					TEXT BOOKS.								
	No. of regular school districts in the county.	No. of such districts which have reported.	No. of parts of districts in the county.	No. of parts which have reported.	No. of joint districts with school-houses or sites in the county.	Highest valuation of school-house and site in the county.	Cash value of all school-houses in the county.	Cash value of all sites.	Cash value of apparatus, etc.	No. of districts which have adopted a list of text-books.	No. which use only text books adopted.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.
Waukesha.....	79	79	104	104	38	\$42,000	\$138,080	\$30,647	\$6,217	63	56	24	1	34
Waupaca.....	98	98	56	56	22	2,650	57,979	4,751	2,878	64	47	39	15	33
Waushara.....	57	57	98	98	44	3,800	38,278	2,865	1,154	56	34	21	16	10
Winnebago.....	68	68	79	79	33	5,800	60,205	5,914	2,782	59	30	10	2	16
Wood.....	46	45	16	16	10	6,000	32,596	4,260	3,505	26	26	26	16	10
Totals.....	4,612	4,608	2,792	2,773	1,379	\$42,000	\$3,758,698	\$404,234	\$383,958	2,927	2,417	1,548	550	1,032

Libraries, Town Schools, and High Schools.

TABLE NO. VI.—1887.
LIBRARIES, TOWN SCHOOLS, AND HIGH SCHOOLS.

COUNTIES.	LIBRARIES.						TOWN SCHOOLS.		HIGH SCHOOLS.			
	No. of districts in the county having libraries.	No. of volumes added during the year.	Amount expended for the libraries during the year.	No. of volumes now in the libraries.	Cash value of all the libraries.	No. of town libraries in the county.	No. of towns which have adopted the township system.	No. of towns which have voted on the question.	No. of towns which have a free high school.	No. of towns which have voted on the question.	No. of high schools in the county, inc.	those of ind. cities.
Adams	1	36	\$40	...	...	2	...	...	...	...	1	1
Ashland .....	...	96	75	...	\$405	...	...	...	...	...	1	...
Barron	3	20	15	181	...	...	...	...	...	...	...	...
Bayfield	1	...	...	111	75	...	2	...	...	...	...	...
Brown .....	...	...	...	...	...	...	...	...	...	...	...	...
Buffalo	3	35	40	373	210	...	...	...	...	...	...	...
Burnett	18	576	294	1,765	848	...	...	...	...	...	...	...
Calumet	8	23	16	546	444	...	...	...	...	...	...	...
Chippewa	6	6	34	30	100	...	5	...	...	...	...	...
Clark .....	...	...	...	...	...	...	...	...	...	...	...	...
Columbia	5	74	81	333	474	...	...	...	...	...	...	...
Crawford	3	77	13	114	75	...	...	...	...	...	...	...
Dane, 1st district	6	86	43	558	446	...	...	...	...	...	...	...
Dane, 2d district .....	...	...	...	349	68	1	...	...	1	...	...	...
Dodge	25	12	20	1,768	1,434	...	...	...	...	...	...	...
Door .....	...	...	...	...	...	...	...	...	...	...	...	...
Douglas .....	...	...	...	...	...	...	...	...	...	...	...	...
Dunn .....	...	...	...	...	...	1	...	...	...	...	...	...
Eau Claire	5	76	245	640	893	1	...	...	...	...	...	...

Libraries, Town Schools, and High Schools.

TABLE NO. VI.—LIBRARIES, TOWN SCHOOLS, AND HIGH SCHOOLS—Continued.

COUNTIES.	LIBRARIES.					TOWN SCHOOLS.				HIGH SCHOOLS.			
	No. of districts in the county having libraries.	No. of volumes added during the year.	Amount expended for the libraries during the year.	No. of volumes now in the libraries.	Cash value of all the libraries.	No. of town libraries in the county.	No. of towns which have adopted the township system.	No. of towns which have voted on the question.	No. of towns which have a free high school.	No. of towns which have voted on the question.	No. of high schools in the county, inc. those of the ind. cities.		
Florence.....	1	2	\$6	198	\$200	.....	1	1	.....	1	1
Fond du Lac.....	5	.....	.....	309	262	.....	.....	.....	.....	1	4
Forest.....	.....	.....	.....	.....	.....	.....	3	3	.....	.....	.....
Grant.....	14	172	270	1,331	1,345	2	2	3	.....	.....	9
Green.....	2	150	116	1,523	1,086	1	.....	.....	.....	1	2
Green Lake.....	.....	102	101	.....	.....	.....	.....	.....	.....	.....	1
Iowa.....	1	40	40	725	1,180	.....	.....	.....	.....	.....	4
Jackson.....	5	184	63	546	196	.....	.....	.....	.....	.....	2
Jefferson.....	12	502	432	1,227	1,256	.....	.....	.....	.....	.....	4
Juneau.....	7	148	156	451	643	2	.....	.....	.....	.....	5
Kenosha.....	4	6	62	459	161	.....	.....	1	.....	2	1
Kewaunee.....	2	50	50	91	110	2	.....	.....	.....	.....	1
La Crosse.....	2	53	26	98	150	1	.....	.....	.....	1	2
LaFayette.....	6	388	262	1,030	843	.....	3	3	.....	.....	3
Langlade.....	.....	13	23	200	230	.....	.....	.....	.....	.....	1
Lincoln.....	.....	.....	.....	.....	.....	.....	4	4	.....	.....	1
Manitowoc.....	6	460	230	1,533	1,034	1	1	.....	.....	.....	2
Marathon.....	.....	191	67	746	431	.....	.....	.....	.....	.....	2
Marquette.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1

Libraries, Town Schools, and High Schools.

Marquette.	4	104	75	252	552					2
Milwaukee	2	183	123	196	626	1				2
Monroe.										2
Oconto.										1
Onelda.		5	120	244	528		2	2		1
Outagamie		8	540	685	445					1
Ozaukee	2			190	125					1
Pepin.				2,116	1,468	1				2
Pierce.	8	162	68	33	178		4	7		2
Polk	4	191	33	10						1
Portage		13								
Price.										
Racine.	23			1,529	711					2
Richland.	4	162	77	383	215					2
Rock, 1st district.	1			490	325					2
Rock, 2d district	7	23	10	559	345	2				2
St. Croix.	5	81	101	313	315					2
Sauk	9	87	50	1,048	594	1		1		5
Sawyer.						1				
Shavano.			20	55	20					1
Sheboygan	1	10	34	968	731					8
Taylor . . .	1				100		1	3		
Trempealeau	8	2	12	750	756	1				1
Vernon . .	1	25	7	76	32					2
Walworth.	5	126	104	892	699	1				7
Washington							1	1		
Washburn	5			189	76					2
Waushara				610	365					2
Waukesha							1			5
Waupaca . .	2	7	7	359	388			2	2	
Waushara										
Winnebago.	4	21	18	134	123					4
Wood.	5	137	53	1,262	520	1				2
Totals.	258	4,925	\$4,291	30,563	\$25,778	26	31	29	3	139

Private Schools Not Incorporated.

TABLE NO. VII.—PRIVATE SCHOOLS NOT INCORPORATED — Continued.

TABLE NO. VII.—PRIVATE SCHOOLS NOT INCORPORATED—Continued.																
COUNTIES.	NUMBER, TEACHERS, AND ATTENDANCE.							RECEIPTS.				EXPENDITURES.				
	No. of such schools in the county.	No. of male teachers engaged in such schools.	No. of female teachers engaged in such schools.	No. of days such schools have been taught.	No. of pupils registered in them that have not attended public school.	Average number in daily attendance.	No. between 7 and 15 years in attendance upon such schools.	From tuition.	From donations.	From all other sources.	Total.	For teachers' wages.	For building and repairs.	For all other purposes.		
Rock, 2d district.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
St. Croix.	2	1	2	304	91	27	42	\$350	..	\$103	\$453	\$450	\$3	..	..
Sank.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Sawyer.	6	4	..	428	250	83	176	..	..	..	..	..	..	..	..
Shawano.	15	12	5	1,500	851	350	306	1,092	\$459	210	1,761	1,430	50	\$87	..	
Sheboygan.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Taylor.	8	8	1	189	119	..	72	..	35	..	35	120	200	..	..
Trempealeau.	16	12	..	397	221	1,103	351	120	435	40	595	759	..	21	..	
Vernon.	3	5	..	325	67	14	34	1,500	100	20	1,620	1,500	90	30	..	
Walworth.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Washington.	14	5	20	2,150	430	190	290	502	320	1,964	2,786	2,655	21	109	..	
Waukesha.	10	6	12	795	405	..	96	615	..	500	1,115	1,630	60	328	..	
Waupaca.	14	9	1	491	174	339	387	75	920	370	1,365	1,295	50	..	..
Waushara.	1	1	..	50	..	..	29	..	..	..	..	..	..	..	..
Winnebago.	5	5	..	328	..	155	155	300	..	..	300	600	..	..	..
Wood.	2	1	1	170	..	..	28	..	..	..	..	..	..	..	..
Totals.	326	231	223	21,847	11,035	6,644	10,131	\$23,159	\$14,563	\$10,577	\$48,299	\$47,034	\$4,346	\$2,768	..	

Financial Statistics.

TABLE NO. VIII.—1887.
FINANCIAL STATISTICS.

COUNTIES.	EXPENDITURES.							
	For building and repairing.	For apparatus and library.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For school furniture, registers, records, etc.	For all other purposes.	Total amount paid out during year.
Adams.....	\$347 45	\$53 50	\$1,524 00	\$8,016 85	\$189 70	\$236 77	\$1,186 18	\$12,054 45
Ashland.....	2,873 32	591 83	1,745 00	3,807 50	.....	1,799 62	7,215 52	18,032 79
Barron.....	9,408 01	852 17	7,188 00	15,048 37	1,107 31	1,183 39	8,489 35	38,276 60
Bayfield.....	7,976 25	533 20	1,950 00	3,728 89	1,070 62	944 12	1,250 40	17,473 48
Brown.....	2,515 32	555 44	6,418 50	15,391 58	841 72	958 85	5,351 88	32,033 90
Buffalo.....	8,620 75	261 14	9,492 20	11,250 80	1,280 10	485 11	4,858 51	36,248 61
Burnett.....	587 47	344 99	565 50	3,856 87	86 97	131 23	707 45	5,780 48
Calumet.....	5,739 56	192 46	5,886 00	9,702 40	1,080 93	510 86	2,617 98	25,749 69
Chippewa.....	16,874 08	793 13	10,105 64	32,002 35	2,859 31	2,790 83	10,988 33	75,913 67
Clark.....	10,914 70	1,787 84	8,139 76	20,863 17	1,083 56	1,473 14	6,654 15	50,436 32
Columbia.....	12,496 62	376 85	13,157 42	20,630 52	1,067 63	1,694 99	5,862 59	55,286 62
Crawford.....	2,436 38	199 13	4,190 80	10,232 90	875 42	523 31	2,047 01	20,494 95
Dane.....	16,652 88	360 68	17,305 10	23,623 04	4,696 27	1,134 72	14,776 69	78,549 38
Dodge.....	11,924 86	474 12	15,833 00	29,516 35	4,016 60	1,133 00	10,732 97	73,630 90
Door.....	2,266 04	192 52	6,145 50	9,210 00	964 49	1,208 17	3,652 15	22,438 87
Douglas.....	1,875 00	40 00	2,300 00	5,732 25	.....	400 00	1,223 09	11,620 34
Dunn.....	4,151 21	875 05	7,041 00	18,328 20	997 19	1,414 06	3,377 68	36,184 39
Eau Claire.....	4,921 17	570 31	11,463 15	33,660 87	3,276 34	2,038 16	7,950 78	62,880 78

Financial Statistics.

TABLE NO. VIII.—FINANCIAL STATISTICS—Continued.

COUNTIES.	EXPENDITURES.							
	For building and repairing.	For apparatus and library.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For school furniture, registers, records, etc.	For all other purposes.	Total amount paid out during year.
Florence	\$765 07	\$166 85	\$1,195 00	\$3,008 75	\$2,560 00	\$129 00	\$1,352 14	\$9,176 81
Fond du Lac	8,153 23	351 80	8,689 62	26,021 85	1,085 54	1,009 00	6,046 71	46,958 47
Forest	8,281 68	.....	.....	1,260 00	.....	152 04	614 46	5,308 78
Grant	10,033 20	594 94	17,484 05	40,935 01	7,535 50	1,706 41	10,039 74	88,938 85
Green	2,274 67	597 09	11,305 83	20,812 40	5,620 00	597 14	4,843 32	46,350 54
Green Lake	1,410 48	154 20	3,982 87	10,449 19	207 55	235 13	3,908 01	19,478 03
Iowa	2,703 17	214 35	8,147 50	30,479 51	3,538 32	1,455 12	6,613 66	43,171 63
Jackson	1,554 74	364 31	5,919 79	15,973 25	1,101 55	402 57	4,459 25	29,775 48
Jefferson	4,819 72	730 65	12,085 41	25,271 55	2,142 76	1,265 29	8,037 01	54,362 89
Juneau	2,900 79	357 52	7,715 50	18,031 75	3,079 33	884 72	4,080 19	37,658 70
Kewaunee	1,413 28	183 85	4,846 50	9,780 13	438 28	413 44	1,976 09	19,049 57
Keweenaw	2,656 21	115 47	9,014 65	7,442 00	1,083 70	438 96	3,541 09	24,292 98
La Crosse	3,849 46	210 55	8,538 88	8,185 75	828 05	894 78	2,057 04	25,195 11
La Fayette	2,968 15	861 25	13,597 70	21,511 08	2,062 49	1,014 74	6,376 39	48,891 80
Langlade	1,525 29	186 71	3,505 70	10,545 00	1,940 77	993 66	2,673 11	21,180 79
Lincoln	8,326 79	79 56	326 00	3,944 00	926 45	35 09	1,025 62	9,663 42
Manitowoc	4,626 10	703 09	22,668 40	23,021 05	1,416 22	1,029 89	7,705 48	61,860 20
Marathon	7,856 15	855 99	11,511 60	19,327 35	3,700 24	1,715 90	5,599 58	50,266 81
Marquette	970 59	67 81	1,600 00	6,133 04	.....	233 64	1,406 46	9,303 53

Financial Statistics.

Marquette.....	1,444 46	90 50	4,010 75	6,892 00	202 59	849 62	1,449 23	14,480 15
Milwaukee.....	2,745 56	194 54	11,779 50	14,400 00	1,033 65	860 56	4,456 10	35,469 91
Monroe.....	7,344 31	1,061 34	7,973 00	23,509 82	1,075 15	1,816 10	5,806 15	48,585 87
Ontonio.....	2,830 95	285 67	4,607 27	8,181 50	814 68	793 33	2,963 26	20,331 60
Oneida.....	8,356 50	.....	.....	2,190 00	102 00	591 88	1,578 03	7,821 41
Outagamie.....	3,273 07	217 94	5,697 20	19,880 65	2,069 40	991 90	3,882 26	36,612 42
Ozaukee.....	1,427 30	394 10	13,089 53	6,184 85	1,326 59	631 55	2,494 99	25,548 91
Pepin.....	1,212 50	93 74	8,971 50	7,104 85	653 99	264 44	1,631 09	14,931 61
Pierce.....	8,286 63	400 78	12,736 45	17,212 93	1,418 21	874 58	5,804 88	46,794 46
Polk.....	5,094 86	457 60	5,284 81	15,593 50	2,063 69	757 71	3,719 56	32,911 78
Portage.....	2,006 21	274 40	2,589 00	14,155 30	589 34	629 38	3,489 53	23,733 24
Price.....	4,208 69	1,238 84	3,516 75	6,338 78	4,411 18	569 55	5,315 65	25,614 44
Racine.....	2,820 53	233 61	3,578 50	16,010 10	395 66	1,276 32	3,137 40	27,452 14
Richland.....	3,520 63	470 72	7,513 00	17,512 80	4,838 76	800 14	3,790 16	38,506 21
Rock.....	4,365 56	379 35	8,368 50	33,412 41	885 85	618 83	7,579 10	56,609 60
St. Croix.....	3,663 30	482 23	9,201 00	23,305 75	994 64	1,072 27	4,060 67	42,319 86
Sauk.....	3,581 77	308 23	9,714 75	26,295 71	2,244 70	1,291 02	5,490 03	48,926 21
Sawyer.....	2,100 00	250 00	930 00	1,951 00	.....	450 00	1,017 20	6,698 20
Shawano.....	1,686 70	149 63	2,307 00	12,294 37	347 94	674 88	2,588 30	20,052 82
Sheboygan.....	2,567 39	821 97	12,306 80	18,442 90	1,461 12	1,338 42	4,423 98	40,802 58
Taylor.....	1,861 61	50 94	3,348 25	5,721 83	8,224 34	505 80	3,473 74	18,166 51
Trempealeau.....	4,137 84	628 19	9,228 00	14,635 53	880 95	814 83	4,432 16	34,743 52
Vernon.....	6,063 94	749 34	9,075 50	20,269 09	1,862 87	1,511 63	5,382 25	44,014 62
Walworth.....	5,190 70	271 09	15,689 07	28,498 23	3,580 78	2,021 48	10,633 55	65,844 85
Washington.....	8,920 24	285 09	853 00	2,220 60	.....	405 80	982 92	8,679 65
Washington.....	2,775 42	166 96	16,353 80	11,376 28	2,103 01	653 10	3,489 93	36,877 00
Waukesha.....	19,649 57	803 26	12,029 63	28,385 63	3,847 07	852 12	11,386 13	76,433 34
Waupaca.....	8,215 03	278 19	5,822 00	18,938 27	2,275 64	926 86	3,207 23	34,683 22
Waushara.....	2,118 36	214 54	4,186 75	12,680 85	887 42	372 91	2,251 72	22,712 55
Winnebago.....	1,996 76	217 79	5,127 75	17,249 74	1,080 66	742 45	4,183 64	30,598 79
Wood.....	1,359 12	413 50	3,928 91	11,329 89	1,796 44	504 05	2,441 01	21,672 92
Totals.....	\$804,294 42	\$26,808 91	\$197,594 01	\$1,026,834 25	\$113,277 10	\$80,683 03	\$303,449 62	\$2,332,956 39

Teachers' Certificates, and Normal School Teachers.

[illegible]

Teachers' Certificates, and Normal School Teachers.

TABLE NO. IX.—TEACHERS' CERTIFICATES, AND NORMAL SCHOOL TEACHERS—Continued.

[illegible]

Teachers' Institutes.

TABLE NO. XI. — 1887.

TEACHERS' INSTITUTES.

COUNTIES.	WHERE HELD.	BY WHOM CONDUCTED.	WHEN HELD.
Adams	Friendship	A. J. Hutton, Etta Carle....	Oct. 4
Ashland	Ashland.....	L. D. Harvey.....	Feb. 4
Barron	Chetek	H. D. Maxson	March 21
Brown	Nicollet	L. D. Harvey, E. McLoughlin	Aug. 16
Buffalo	Alma	J. B. Thayer.....	Aug. 25
Burnett	Grantsburg.....	H. D. Maxson	April 11
Calumet	Chilton	A. R. Wittman	Aug. 9
Clark	Neillsville	L. W. Briggs, Etta Carle....	April 4
Clark	Greenwood	L. W. Wood.....	Aug. 23
Columbia	Portage	A. J. Hutton, W. G. Clough.	Aug. 23
Crawford	Mt. Sterling.....	W. J. Brier, G. E. Cabanis..	Aug. 30
Dane, 1st dist.	Stoughton.....	H. D. Maxson	March 28
Dane, 2d dist.	Oregon	A. J. Hutton	Sept. 6
Dane, 2d dist.	Black Earth.....	A. J. Hutton	March 28
Dane.....	Madison	A. J. Hutton	Feb. 18
Dodge	Beaver Dam.....	H. D. Maxson, Etta Carle...	Sept. 27
Dodge	Beaver Dam.....	S. Y. Gillan	Dec. 3
Door	Sturgeon Bay	L. W. Briggs	Aug. 2
Dunn	Menomonie.....	J. B. Thayer.....	Aug. 6
Eau Claire	Eau Claire	H. D. Maxson	Feb. 25
Fond du Lac	Fond du Lac	L. D. Harvey.....	Sept. 6
Fond du Lac	Fond du Lac	L. D. Harvey.....	March 21
Grant	Potosi	C. H. Nye, Etta Carle.....	Aug. 3
Grant	Fennimore	Geo. Beck, C. H. Nye.....	Aug. 16
Green Lake	Markesan	Ed. McLoughlin	Sept. 6
Iowa	Dodgeville	A. J. Hutton, J. W. Livingston	Aug. 30
Jackson	Black River Falls	T. B. Pray	Aug. 23
Jackson	Black River Falls	S. Y. Gillan	March 28
Jefferson	Jefferson	C. H. Keyes, Etta Carle....	March 28
Juneau	Necedah	W. J. Brier.....	Aug. 16
Juneau	Elroy	W. J. Brier.....	Aug. 23
Kenosha	Salem	H. D. Maxson, H. J. Bowell.	Aug. 23
Kewaunee	Kewaunee	A. Burch, F. W. Young	Aug. 23
La Crosse	West Salem	L. D. Harvey.....	March 28
LaFayette	Shullsburg	A. J. Hutton	March 21
Langlade	Antigo	L. D. Harvey.....	Sept. 13
Lincoln	Merrill	L. W. Briggs	Aug. 16
Manitowoc	Manitowoc	L. D. Harvey.....	Aug. 23
Marathon	Wausau	L. D. Harvey.....	Aug. 2
Marathon	Unity	L. D. Harvey.....	Aug. 9
Marinette	Marinette	L. D. Harvey.....	Aug. 30
Marquette	Westfield	H. D. Maxson, L. S. Pease..	Sept. 13
Milwaukee	Milwaukee	S. Y. Gillan	May 14
Milwaukee	Wauwatosa	Lewis Funk, A. W. Smith ..	Aug. 16
Monroe	Sparta	L. D. Harvey.....	April 4

Teachers' Institutes.

TABLE NO. XI.—TEACHERS' INSTITUTES—Continued.

COUNTIES.	Where Held.	By Whom Conducted.	When Held.
Ozaukee	Cedarburg	C. F. Ninman, Chas. Lau....	Aug. 9
Oconto	Oconto	A. F. North, C. H. Leach...	Aug. 9
Pepin	Durand	T. B. Pray, L. W. Wood....	Aug. 9
Pierce	Ellsworth	H. D. Maxson	March 14
Polk	Osceola Mills	C. H. Keyes, W. L. Morrison	Aug. 23
Portage	Amherst	L. D. Harvey.....	March 14
Price	Phillips	J. B. Thayer	Oct. 11
Racine	Burlington	A. R. Sprague, C. H. Leach.	Aug. 16
Richland.....	Richland Center.	A. J. Hutton, H. R. Smith..	Aug. 9
Richland.....	Sextonville	A. J. Hutton	April 4
Rock, 1st dist.	Evansville.....	A. R. Sprague.....	Aug. 30
Rock, 2d dist.	Milton	H. D. Maxson	Aug. 16
St. Croix.....	Hudson	H. D. Maxson	April 4
Sauk	Reedsburg.....	C. H. Keyes	Aug. 16
Sauk	Sauk City	C. F. Ninman	Aug. 23
Sauk	North Freedom..	A. J. Hutton	April 11
Shawano.....	Shawano	A. F. North	Aug. 23
Sheboygan...	Plymouth	B. R. Grogan, Etta Carle..	Aug. 23
Taylor	Medford	J. B. Thayer	Oct. 4
Trempealeau	Arcadia	J. B. Thayer, Wm. E. Barker	Aug. 6
Trempealeau	Blair	S. Y. Gillan	April 4
Vernon	Viroqua	A. J. Hutton	March 7
Vernon	Hillsborough	A. J. Hutton	March 14
Walworth....	Elkhorn	H. D. Maxson	Aug. 9
Washington..	West Bend	B. R. Grogan.....	Aug. 16
Waupaca.....	Waupaca	J. Q. Emery	Aug. 16
Winnebago...	Oshkosh.....	L. D. Harvey.....	July 26
Wood	Centralia	J. B. Thayer.....	Aug. 2

Teachers' Institutes—Special Reports.

TABLE NO. XII.—1887.
TEACHERS' INSTITUTES SPECIAL REPORTS.

COUNTIES.	NUMBER ATTENDING INSTITUTE.			No. of schools in county or superintendent district.	No. of teachers required to teach the schools in county.	No. days institute was in session.			No. HOLDING CERTIFICATES.			Average age of members.	Average experience in months in teaching of those having taught.	Not having taught but intending to teach.	No. having previously attended institutes.	NUMBER HAVING ATTENDED—					No. of evening lectures.
	Male.	Female.	Total.			1st grade.	2d grade.	3d grade.	Colleges and Universities.	Academies.	Normal Schools.					High Schools.	Common schools only.				
Adams.....	6	40	46	94	40	29	20	12	15	28	3	2	1	5	37	1					
Ashland.....	5	21	26	224	3	17	22	26	3	19	2	2	0	8	5	1					
Barron.....	27	77	104	492	11	54	20	24	40	64	2	4	5	67	36	1					
Brown.....	15	100	115	1063	8	58	20	21	46	80	7	7	16	80	12	1					
Buffalo.....	26	88	64	547	9	39	22	23	12	50	7	...	13	9	35	1					
Burnett.....	2	16	18	515	1	14	21	10	2	15	...	1	5	4	8	1					
Calumet.....	20	86	106	1089	5	63	19	25	40	75	1	...	27	54	24	1					
Clark.....	14	46	60	549	1	43	19	12	10	46	5	...	7	21	26	...					
Clark.....	10	48	58	544	4	41	20	25	10	38	...	...	5	42	11	1			
Columbia.....	20	90	110	582	4	71	21	22	24	71	9	7	6	60	28	...					
Crawford.....	20	55	75	955	3	53	21	20	15	49	7	...	6	16	46	1					
Dane, 1st district.....	20	76	96	575	6	39	21	28	87	64	13	12	11	51	9	1					
Dane, 2d district.....	7	42	49	544	8	24	20	13	30	29	3	8	3	27	8	1					
Dane.....	25	87	112	494	3	54	20	21	48	64	5	20	7	72	9	1					
Dane 2d district.....	27	80	107	280	21	40	23	37	80	78	26	22	8	49	2	1					
Dodge.....	27	86	113	579	3	77	21	42	18	71	7	12	10	62	32	...					
Dodge.....	17	29	46	241	6	28	22	40	...	...	6	2	7	23	5	...			

Teachers' Institutes—Special Reports.

	127	149	35	80	115	5	104	8	20	56	20	22	48	45	5	2	16	67	25	1
LaFayette.....	127	149	35	80	115	5	104	8	20	56	20	22	48	45	2	2	16	67	25	1
Langlade.....	64	59	6	50	56	5	49	...	...	36	20	24	15	45	2	...	5	43	6	1
Lincoln.....	27	27	4	38	37	7	28	...	3	18	18	14	19	31	1	...	3	26	7	...
Manitowoc.....	108	142	41	61	102	5	85	3	5	80	20	27	37	74	3	...	12	48	45	...
Marathon.....	121	139	12	61	78	5	55	1	2	53	19	26	38	50	3	...	5	44	17	...
Marathon.....	...	...	3	24	27	5	20	1	1	17	18	21	11	9	3	...	1	16	7	...
Marquette.....	23	26	4	36	40	5	87	12	8	11	25	50	7	34	4	2	13	19	2	1
Marquette.....	60	64	5	67	72	9	63	2	4	47	20	11	30	42	1	...	2	54	15	1
Milwaukee.....	68	79	18	30	48	2	41	16	1	22	26	43	7	...	7	...	25	7	4	...
Milwaukee.....	...	...	22	50	72	10	43	9	4	59	23	30	21	45	8	6	12	26	20	1
Monroe.....	127	154	14	80	94	5	72	3	9	51	20	18	31	50	1	2	3	53	35	1
Oconto.....	45	45	6	51	57	10	42	1	2	38	19	20	24	29	1	...	6	32	18	1
Ozaukee.....	59	69	21	25	46	10	29	...	2	32	23	38	13	35	4	...	15	14	18	1
Pepin.....	39	47	6	30	36	9	22	2	2	23	20	19	13	21	1	...	5	23	7	...
Pierce.....	107	121	14	43	57	5	51	2	7	24	...	12	21	38	1	1	14	9	19	...
Polk.....	83	97	17	46	63	10	89	7	7	32	20	23	19	45	4	...	12	3	44	...
Portage.....	90	95	5	65	70	5	61	1	9	31	20	21	25	51	1	...	5	26	38	1
Price.....	24	32	2	14	16	3	14	2	3	11	21	20	1	14	1	1	1	8	5	...
Racine.....	76	83	16	86	102	10	79	4	19	49	30	20	20	67	5	29	6	41	21	...
Racine.....	125	139	48	152	200	9	140	7	9	136	20	19	60	162	4	3	7	126	60	...
Richland.....	...	...	13	88	50	5	41	2	1	23	17	21	27	32	...	...	2	41	...	...
Richland.....	83	96	8	40	48	5	39	...	6	37	22	18	7	34	7	11	10	17	8	1
Rock, 1st district.....	86	97	19	72	91	5	35	5	14	46	22	25	35	55	47	2	11	20	4	1
Rock, 2d district.....	113	124	10	55	65	5	3	8	20	29	22	24	10	52	1	5	23	20	17	1
St. Croix.....	...	...	5	81	90	5	81	...	3	61	30	23	30	55	1	...	4	57	27	...
Sauk.....	164	177	5	39	44	5	40	1	2	31	20	23	13	32	4	...	3	31	7	...
Sauk.....	...	...	12	47	59	4	54	...	7	34	20	22	20	38	1	1	4	80	23	1
Sauk.....	82	85	9	49	58	10	49	1	2	31	19	14	17	56	2	...	4	85	39	1
Shawano.....	...	...	38	115	153	10	122	4	3	111	21	32	39	112	5	...	11	99	39	1
Sheboygan.....	130	...	7	85	128	4	37	2	2	24	18	25	18	6	...	...	8	33	...	...
Taylor.....	41	44	46	82	128	10	88	13	29	62	21	23	43	98	27	...	10	46	45	1
Trempealeau.....	103	108	25	36	61	5	46	4	11	31	21	20	...	48	...	...	3	12	35	1
Trempealeau.....	...	...	50	132	182	4	166	6	11	87	19	19	91	119	8	...	6	82	90	1
Vernon.....	156	165	27	43	70	4	63	4	11	32	21	24	26	48	...	...	4	38	26	...
Walworth.....	120	159	31	104	135	5	128	6	23	88	22	23	24	79	6	7	45	60	17	...
Washington.....	99	113	29	61	90	5	70	4	1	73	20	23	26	51	5	...	21	21	43	1

Teachers' Institutes—Special Reports.

TABLE NO. XII.—TEACHERS' INSTITUTES—SPECIAL REPORTS—Continued.

COUNTIES.	No. of schools in county or superintendent district.	No. of teachers required to teach schools in county.	NUMBER ATTENDING INSTITUTE.			No. of days institute was in session.	Average daily attendance.	NUMBER HOLDING CERTIFICATES.			Average age of members.	Average experience in months in teaching of those having taught.	Not having taught, but intending to teach.	No. having previously attended institutes.	NUMBER HAVING ATTENDED—					No. of evening lectures only.
			Male.	Female.	Total.			1st grade.	2d grade.	3d grade.					Colleges and Universities.	Academies.	Normal Schools.	High Schools.	Common schools.	
Waupaca.....	114	127	20	122	142	10	123	1	8	107	20	19	46	93	7	1	11	54	39	1
Winnebago.....	110	110	12	87	99	4	65	4	8	78	21	30	20	65	2	....	61	29	7	..
Wood.....	65	64	13	46	59	5	49	2	12	26	19	21	25	45	1	....	7	34	17	..
Totals and Ave.....	5,195	6,055	1,243	4,551	5,794	454	62	307	611	3,443	21	23	1,688	4,743	842	210	794	3,822	1,427	43

*Children, and School Attendance.*TABLE NO. XIII.—1887.
CITIES—CHILDREN, AND SCHOOL ATTENDANCE.

CITIES.	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	Whole number of children over 4 and under 20 years of age in city.	No. of male children over 4 and under 20 years of age who have attended public school during the year.	No. of female children over 4 and under 20 years of age who have attended public school during year.	Whole number of children over 4 and under 20 years of age who have attended public school during year.	No. under 4 years who have attended public school.	No. over 20 years who have attended public school.	Total number of different pupils who have attended public school during the year.	No. of days school has been taught by qualified teachers.	Whole number of days attendance of different pupils in the public schools of the city during the year.	Whole number of children between the ages of 7 and 15 years residing in the city.	Whole number of children between the ages of 7 and 15 years who have attended school during the year.	Percentage of enrollment on number of children in the city.
Appleton	1,699	1,901	3,600	1,109	1,152	2,261	...	4	2,265	180	266,393	2,064	1,619	.55
Baraboo	523	560	1,083	437	470	907	...	4	911	179	111,195	560	597	.83
Beaver Dam	816	867	1,683	361	428	789	...	...	789	200	89,200	890	7,310	.47
Beloit	709	778	1,487	521	596	1,117	...	5	1,122	200	15,726	835	784	.75
Berlin	674	662	1,336	...	...	789	...	3	741	180	102,308	647	491	.55
Brodhead Village	206	212	418	177	184	361	...	1	362	180	44,908	231	212	.86
Columbus	315	308	613	238	232	460	...	...	460	190	55,419	322	322	.75
Depere	391	351	742	145	159	304	...	2	306	180	39,488	382	357	.42
Fond du Lac	2,438	2,530	4,968	1,130	1,121	2,251	...	1	2,252	198	327,964	8,292	2,053	.45
Fort Howard	694	721	1,415	404	438	842	...	...	842	200	110,972	853	593	.59
Grand Rapids	289	254	523	177	176	353	...	...	353	180	49,474	300	290	.67
Green Bay	1,802	1,231	2,533	116	532	1,148	...	...	1,148	198	174,670	1,406	1,323	.47
Hudson	377	419	796	307	323	630	...	...	630	180	79,358	368	366	.79

Children, and School Attendance.

TABLE NO. XIII — 1887.
CITIES — CHILDREN, AND SCHOOL ATTENDANCE — (Continued.)

CITIES.	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	Whole number of children over 4 and under 20 years of age in the city.	No. of male children over 4 and under 20 years of age who have attended public school during the year.	No. of female children over 4 and under 20 years of age who have attended public school during the year.	Whole number of children over 4 and under 20 years of age who have attended public school.	Whole number of children over 4 and under 20 years of age who have attended public school.	No. over 20 years who have attended public schools.	Total number of different pupils who have attended public school during the year.	No. of days school has been taught by qualified teachers.	Whole number of days attendance of different pupils in the public schools of the city during the year.	Whole number of children between the ages of 7 and 15 years residing in the city.	Whole number of children between the ages of 7 and 15 years who have attended school during the year.	Percentage of enrollment on number of children in the city.
Janesville.....	2,020	2,038	4,058	750	830	1,580	1,580	1,580	1,580	190	196,302	2,005	1,167	39
Kenosha.....	890	862	1,752	329	343	672	672	672	672	190	86,007	1,004	471	38
La Crosse.....	3,677	3,834	7,511	2,001	1,868	3,869	3,879	3,879	3,879	198	508,440	3,878	3,183	53
Madison.....	1,950	2,281	4,231	878	906	1,784	1,789	1,789	1,789	185	279,712	2,099	1,947	42
Marquette.....	1,264	1,260	2,524	.....	.....	1,358	1,358	1,358	1,358	200	160,000	1,336	997	53
Menasha.....	656	699	1,355	200	379	579	579	579	579	108	63,139	663	299	40
Menomonee.....	788	792	1,580	641	620	1,261	1,268	1,268	1,268	180	144,603	815	803	80
Merrill.....	583	578	1,161	365	371	736	736	736	736	189	122,850	662	590	63
Milwaukee.....	38,786	30,578	59,364	12,590	12,014	24,604	24,604	24,604	24,604	194	6,173,519	24,279	14,855	25
Mineral Point.....	464	473	937	310	339	649	649	649	649	180	81,038	481	468	69
Neenah.....	852	928	1,780	.....	.....	.....	.....	.....	.....	185	122,166	1,217	1,093	51
New London.....	239	270	509	214	208	422	423	423	423	177	48,005	396	302	70
Oconto.....	618	635	1,253	493	698	1,181	1,181	1,181	1,181	200	222,000	753	747	83

Children, and School Attendance

Oshkosh	3,458	3,586	7,052	2,266	1,174	3,440	...	3,440	200	824,654	3,584	3,526	.30
Portage	819	822	1,641	466	527	993	...	994	197	122,208	914	825	.60
Prairie du Chien	522	570	1,092	264	284	498	...	498	200	68,129	599	596	.46
Racine	3,489	3,630	7,119	1,490	1,474	2,964	...	2,964	200	448,115	3,275	2,134	.41
Ripon	497	568	1,060	396	409	805	1	808	180	85,188	548	579	...
Reedsburg	266	259	525	172	208	380	...	4	180	37,318	313	316	.78
Sheboygan	2,667	2,554	5,221	988	892	1,760	...	1,761	197	234,665	2,721	2,518	.84
Stevens Point	1,393	1,356	2,649	727	729	1,456	...	1,457	190	153,248	1,383	1,015	.55
Sturgeon Bay	310	336	646	255	218	473	...	473	200	62,102	322	320	.73
Watertown	1,814	1,707	3,521	597	608	1,200	...	1,200	200	172,430	1,905	1,834	.84
Waupaca	304	296	600	223	279	502	...	502	180	65,721	412	398	.74
Wausau	1,454	1,440	2,894	838	804	1,642	...	1,642	180	163,861	1,564	1,009	.57
Whitewater	638	699	1,337	377	325	702	...	702	200	97,869	650	533	.53
Totals	70,729	73,840	144,569	33,322	32,253	67,672	1	53,68,641	7,415	11,719,354	69,778	58,837	.56

Teachers, Salaries, Graded and Night Schools.

TABLE No. XIV.—1887.

CITIES — TEACHERS, SALARIES, GRADED AND NIGHT SCHOOLS.

CITIES.	TEACHERS, SALARIES.										GRADED SCHOOLS.				NIGHT SCHOOLS.		
	No. of male teachers required.	No. of female teachers required.	Whole number of teachers required.	No. of male teachers employed during year.	No. of female teachers employed during year.	Whole number teachers employed during year.	Highest salary paid to male teachers (per annum).	Average salary paid to male teachers (per annum).	Highest salary paid to female teachers (per annum).	Average salary paid to female teachers (per annum).	No. schools in city with four or more depts.	No. of schools with three departments.	No. of schools with two departments.	No. of mixed or ungraded schools.	No. of night schools.	No. of teachers employed in the same.	No. of pupils attending the same.
Appleton.....	5	39	44	46	39	85	\$1,400	\$1,020	\$630	\$383	6	1	1	1	1	1	1
Baraboo.....	2	16	18	18	16	34	1,300	712	540	379	3	2	2	2	2	2	2
Beaver Dam.....	1	13	14	14	13	25	1,250	1,250	500	383	2	2	2	2	2	2	2
Beloit.....	1	22	24	24	21	45	1,400	1,000	600	398	2	2	2	2	2	2	2
Berlin.....	2	16	18	18	15	33	1,200	908	600	357	2	2	2	2	2	2	2
Brodhead village.....	1	9	11	11	9	17	.....	.....	850	355	1	1	1	1	1	1	1
Columbus.....	1	7	8	8	7	14	900	900	455	336	2	2	2	2	2	2	2
Depere.....	1	6	7	8	7	14	900	900	405	349	1	1	1	1	1	1	1
Fond du Lac.....	1	45	46	46	45	81	1,000	1,000	750	.....	5	5	5	5	5	5	5
Fort Howard.....	1	16	17	19	18	37	850	850	600	340	2	2	2	2	2	2	2
Grand Rapids.....	1	7	8	8	7	14	1,000	1,000	390	364	1	1	1	1	1	1	1
Green Bay.....	1	23	24	25	24	49	1,500	1,500	660	500	2	2	2	2	2	2	2
Hudson.....	1	11	12	12	11	23	1,200	1,200	585	377	1	1	1	1	1	1	1
Janesville.....	2	25	27	38	26	64	1,500	1,038	617	350	5	5	5	5	5	5	5

Teachers, Salaries, Graded and Night Schools.

[illegible]

*Cities—School-Houses, Sites, and Valuations.*TABLE No. XV.—1887.
CITIES—SCHOOL HOUSES, SITES, AND VALUATIONS.

CITIES.	No. of public school-houses in the city.	No. of school-houses built during the year.	Whole number of pupils in school-houses will accommodate.	No. of school-house sites owned by city.	No. of sites containing only one lot.	No. of sites containing more than one lot.	No. of sites suitably enclosed.	No. of school-houses built of stone or brick.	Highest valuation of school-house and site.	Cash value of all public school-houses in the city.	Cash value of sites.	No. of school-houses in good condition.	No. of school-houses properly ventilated.	No. of school-houses with separate outhouses for both sexes.	No. of school-houses with outhouses in good condition.
Appleton.....	6	..	2,600	9	..	9	..	7	\$40,000	\$130,000	\$32,500	7	4	23	6
Baraboo.....	33	..	800	33	..	33	..	33	25,000	30,000	3,500	3	..	23	33
Beaver Dam.....	4	..	900	5	..	5	..	4	12,000	30,000	6,000	4	..	4	4
Beloit.....	4	..	1,600	2	..	4	..	4	35,000	75,000	25,000	3	..	4	4
Berlin.....	33	..	1,020	2	..	2	..	..	350,000	50,000	8,000	33	..	33	33
Brookhead village.....	22	..	450	22	..	22	..	22	10,000	10,500	1,250	22	..	22	22
Columbus.....	22	..	600	22	..	22	..	22	7,000	13,000	1,500	22	..	22	22
DePere.....	2	..	300	2	..	2	..	2	4,000	6,000	..	1	..	2	1
Fond du Lac.....	19	..	2,800	17	2	15	17	23	50,000	98,700	22,000	19	1	19	19
Fort Howard.....	6	..	850	5	2	3	3	3	11,000	18,000	2,500	6	..	4	3
Grand Rapids.....	1	..	600	1	..	1	..	1	30,000	26,000	4,000	1	..	1	1
Green Bay.....	6	..	1,300	6	..	6	..	4	25,000	53,000	5,000	4	..	6	6
Hudson.....	5	..	520	6	..	6	..	3	8,000	17,845	7,350	5	..	5	5
Janeville.....	6	..	..	6	..	6	4	6	75,000	180,000	195,000	6	..	6	6

Cities—School-Houses, Sites, and Valuations.

	4	4	2	10	4	4	3	10,000	22,500	12,000	4	4	12	4	170	109	212	207
Kenosha	12	2	3,230	12	4	4	3	10,000	130,000	60,000	12	4	12	4	170	109	212	207
La Crosse	9	1	1,800	8	1	7	6	28,000	90,000	25,000	9	9	9	9	170	109	212	207
Madison	4	1	1,100	4	4	3	3	32,000	49,500	11,000	4	3	4	4	170	109	212	207
Marquette	6	5	550	4	4	3	3	30,000	8,000	2,000	6	6	6	6	170	109	212	207
Menasha	7	1	1,100	6	4	3	4	6,000	32,000	10,000	6	6	6	6	170	109	212	207
Menomonie	4	7	700	4	4	2	1	18,000	10,000	2,000	4	4	4	4	170	109	212	207
Merrill	31	19,800	31	31	31	31	31	5,000	250,000	725,000	31	31	31	31	170	109	212	207
Milwaukee	2	900	2	2	2	2	2	81,250	15,000	5,000	2	2	2	2	170	109	212	207
Mineral Point	5	1,300	5	5	5	5	3	7,500	49,000	7,000	5	5	5	5	170	109	212	207
Neenah	2	500	2	2	2	2	2	35,000	12,600	1,550	2	2	2	2	170	109	212	207
New London	5	900	5	5	5	5	3	5,000	112,000	50,000	4	5	5	5	170	109	212	207
Oconto	10	3,500	10	10	10	10	7	60,000	112,000	50,000	9	2	10	10	170	109	212	207
Oshkosh	5	1,200	5	5	5	5	5	10,000	35,000	6,500	5	5	5	5	170	109	212	207
Portage	4	700	4	2	4	2	2	15,000	20,000	1,500	4	4	4	4	170	109	212	207
Prairie du Chien	7	2,900	10	10	8	7	7	25,000	70,000	37,200	7	3	8	7	170	109	212	207
Racine	1	400	1	1	1	1	1	3,500	3,500	500	1	1	1	1	170	109	212	207
Reedsburg	4	750	4	4	4	1	2	18,000	22,000	3,000	3	8	4	4	170	109	212	207
Ripon	5	1,670	4	4	4	3	5	28,000	47,000	11,000	4	5	5	5	170	109	212	207
Sheboygan	5	1,020	4	4	4	1	2	10,000	26,500	.....	3	1	1	1	170	109	212	207
Sturgeon Bay	1	675	1	1	1	1	1	11,000	8,000	3,000	1	1	1	1	170	109	212	207
Watertown	5	1,200	5	5	5	5	4	18,000	38,000	12,000	5	5	5	5	170	109	212	207
Waupaca	1	700	1	1	1	1	1	15,000	13,000	2,000	1	1	1	1	170	109	212	207
Wausau	9	1,550	8	8	8	8	8	20,000	47,000	10,500	8	1	8	8	170	109	212	207
Whitewater	2	744	2	2	2	2	2	18,000	19,000	4,400	2	2	2	2	170	109	212	207
Totals and averages	221	3,53,929	216	18	198	162	151	\$1,196,250	\$1,880,145	\$1,309,500	170	109	212	207				

Cities—School Rooms, Apparatus, Libraries, Etc.

TABLE No XVI.—1887.
CITIES—SCHOOL ROOMS, APPARATUS, LIBRARIES, KINDERGARTENS.

CITIES.	SCHOOL ROOMS AND APPARATUS.											LIBRARIES.				KINDERGARTENS.			
	Whole number of school rooms occupied.	No. sufficiently supplied with blackboards.	Whole number supplied with reading charts.	Whole number with a map of Wisconsin.	Whole number with a map of the United States.	Whole number supplied with illustrative charts in natural sciences.	Whole number supplied with a globe.	Whole number supplied with other apparatus.	Whole No. adequately supplied with apparatus.	Whole No. supplied with Webster's Unabridged Dic.	Cash value of all apparatus, including maps and globes.	Total number volumes added during the year.	Total amount expended for library books during the year.	Whole number volumes in all the libraries.	Cash value of all the libraries.	No. of Kindergartens in the city.	No. of teachers employed.	No. of pupils that have attended during year.	
Appleton.....	44	44	9	10	16	4	10	15	19	26	\$2,500	114	\$175	1,066	\$1,350	1	1	34	
Baraboo.....	16	16	2	4	3	1	3	3	8	8	200	.....	.....	425	365	.....	.....	.....
Beaver Dam....	13	13	5	11	13	5	13	13	.....	13	600	30	120	40	150	.....	.....	.....
Beloit.....	14	14	4	2	6	1	4	1	.....	10	300	.....	.....	1,200	1,200	.....	.....	.....
Berlin.....	18	18	5	6	4	3	4	2	2	16	1,000	150	60	950	550	1	2	130	
Brodhead villa.	9	9	2	9	9	2	3	2	.....	7	200	15	30	51	200	.....	.....	.....
Columbus.....	8	8	4	8	8	2	4	6	4	8	600	10	25	100	300	.....	.....	.....
Depere.....	6	6	1	3	2	1	1	1	2	2	200	75	68	285	300	.....	.....	.....
Fond du Lac....	43	43	14	10	15	2	14	1	.....	33	1,000	17	17	335	717	.....	.....	.....
Fort Howard....	12	9	2	7	3	1	3	2	1	7	550	11	64	66	150	.....	.....	.....
Grand Rapids..	8	8	2	6	4	1	5	1	1	4	200	.....	.....	58	183	.....	.....	.....
Green Bay.....	22	22	5	5	6	.....	5	1	17	17	1,000	.....	.....	.....	.....	.....	.....	.....
Hudson.....	11	11	2	4	3	.....	2	1	.....	4	175	3	10	74	145	.....	.....	.....
Janesville.....	33	33	6	18	12	4	8	27	1	23	500	165	150	205	175	.....	.....	.....
Kenosha.....	12	12	6	12	11	1	9	1	1	12	600	8	18	343	500	.....	.....	.....

Cities—School Rooms, Apparatus, Libraries, Etc.

La Crosse.....	57	57	21	6	14	1	16	41	55	1,500	51	98	853	388	2	2
Madison.....	27	27	12	27	27	1	27	27	27	1,500	100	20	850	1,200	1	1
Marquette.....	24	24	4	2	6	...	...	...	16	50	...	...	150	200	1	1
Menasha.....	9	9	3	5	4	1	5	1	8	390	...	...	200	75	...	88
Menomonie.....	23	23	1	15	16	2	2	23	23	940	11	66	111	216	...	...
Merrill.....	13	13	6	13	18	1	13	1	12	600	...	...	39	200	...	...
Milwaukee.....	316	316	316	316	316	316	316	316	285	...	...	...	...	...	15	28 1875
Mineral Point.....	11	11	2	5	4	2	3	5	1	375	90	40	290	190	...	...
Neeah.....	15	15	5	15	10	5	3	15	15	1,000	...	...	96	200	...	...
New London.....	7	7	3	7	7	2	4	8	1	1,000	...	...	...	...	...	...
Oconto.....	14	14	14	10	14	...	5	1	10	200	75	100	500	675	...	...
Oshkosh.....	56	56	45	15	9	2	5	1	15	800	250	445	600	600	...	...
Portage.....	19	19	6	6	6	1	7	12	6	500	...	...	...	...	...	...
Pra. du Chien.....	9	9	4	5	5	1	4	5	9	250	10	...	110	230	...	...
Racine.....	48	48	10	14	7	8	6	13	1	800	...	...	1,000	250	...	...
Reedsburg.....	6	6	1	1	2	1	2	1	2	100	20	27	150	150	...	...
Ripon.....	13	13	5	12	12	4	3	1	12	160	...	...	340	310	...	...
Sheboygan.....	23	23	10	9	6	1	6	10	9	400	873	176	919	550	2	4 210
Stevens Point.....	18	18	8	8	8	...	2	3	18	...	200	102	2,500	3,000	...	...
Sturgeon Bay.....	7	7	2	3	3	...	7	1	4	215	46	35	196	200	...	...
Watertown.....	23	23	4	3	9	20	7	1	23	1,100	75	48	580	600	1	1 60
Waupaca.....	7	7	2	3	7	2	1	7	8	300	10	50	50	200	...	...
Wausau.....	24	23	11	12	15	1	16	1	20	500	3	20	199	400	...	...
Whitewater.....	11	11	2	2	2	1	3	1	11	300	...	...	274	230	1	1 12
Totals.....	1,049	1,045	508	639	637	401	543	566	801	\$22,065	1,907	\$1,904	14,685	\$10,339	24	40 2404

Cities—Private Schools Not Incorporated.

TABLE No. XVIII.—1887.
CITIES — PRIVATE SCHOOLS NOT INCORPORATED.

CITIES.	SCHOOLS, TEACHERS, AND PUPILS.										FINANCIAL STATEMENT.						
											Receipts.		Expenditures.				
	No. of such schools in the city.	No. of male teachers en- gaged in such schools.	No. of female teachers en- gaged in such schools.	Whole number of teachers engaged in such schools.	Average number of days such schools have been taught.	No. enrolled between 7 and 15 years of age.	No. of pupils in them that have not attended pub- lic schools.	Whole number of days attendance of different pupils.	From tuition.	From donations.	From all other sources.	Total receipts.	For teachers' wages.	For building and repairs.	For all other pur- poses.	Total expenditures.	
Appleton.....	5	4	6	10	180	500	280	.....	\$1,250	\$300	\$560	\$2,610	\$2,500	\$100	\$10	\$2,610
Baraboo.....	1	1	1	1	185	8	36	4,081	351	.....	.....	351	303	.....	48	851
Beaver Dam.....	3	3	6	9	180	200	150	.....	400	.....	.....	400	360	.....	40	400
Beloit.....	1	1	1	1	200	10	.....	6,000	400	.....	.....	400	400	.....	.....	400
Berlin.....	1	1	1	1	180	80	80	.....	475	.....	.....	475	475	.....	.....	475
Brodhead vil... ..	1	1	1	1	200	80	.....	8,625	.....	.....	.....	475	475	.....	.....	475
Columbus.....	2	1	7	7	200	.....	.....	.....	300	.....	.....	300	290	.....	10	300
Depere.....	1	1	1	1	200	29	35	6,153	.....	.....	.....	300	290	.....	10	300
Fond du Lac.....	1	1	1	1	200	29	35	6,153	.....	.....	.....	300	290	.....	10	300
Fort Howard.....	1	1	1	1	200	29	35	6,153	.....	.....	.....	300	290	.....	10	300
Grand Rapids.....	1	1	1	1	200	29	35	6,153	.....	.....	.....	300	290	.....	10	300
Green Bay.....	6	3	12	15	190	.....	600	.....	.....	.....	.....	300	290	.....	10	300
Hudson.....	1	1	1	1	200	29	35	6,153	.....	.....	.....	300	290	.....	10	300
Janesville.....	3	1	5	6	180	225	205	.....	.....	.....	.....	300	290	.....	10	300
Kenosha.....	4	3	10	13	180	.....	.....	.....	.....	.....	.....	300	290	.....	10	300

Cities—Private Schools Not Incorporated.

[illegible]

Cities—Financial Statistics—Receipts.

TABLE No. XIX.—1887.

CITIES — FINANCIAL STATISTICS — RECEIPTS.

CITIES.	Money on hand June 30, 1886.	From taxes levied for building and repairing.	From taxes levied for teachers' wages.	From taxes levied for apparatus and libraries.	From general tax for school purposes.	From taxes levied by county supervisors.	From income of state school fund.	From all other sources.	Total amount received during the year.
Appleton.....	\$4,471 70	.....	.....	.....	\$20,400 00	\$1,500 00	\$4,784 67	\$235 52	\$41,391 89
Baraboo.....	4,334 13	.....	.....	.....	9,000 00	1,331 64	1,425 50	716 54	16,807 81
Beaver Dam.....	2,487 51	300 00	4,900 00	.....	1,800 00	2,059 43	2,059 43	310 22	13,916 59
Beloit.....	7,333 31	.....	10,300 00	.....	.....	2,026 42	2,073 91	1,468 02	23,401 66
Berlin.....	1,021 15	.....	.....	.....	7,000 00	1,567 35	1,654 43	813 43	12,056 36
Brodhead, village.....	791 43	.....	.....	.....	3,400 00	191 80	499 37	414 63	5,297 23
Columbus.....	462 85	.....	.....	.....	2,658 40	822 56	754 52	360 72	5,059 05
De Pere.....	1,429 85	.....	.....	.....	2,850 00	933 12	950 35	276 33	6,439 75
Fond du Lac.....	4,766 77	.....	.....	.....	10,000 00	6,569 51	6,569 51	403 02	28,908 81
Fort Howard.....	2,129 91	.....	.....	.....	5,028 74	1,714 37	1,781 89	32 00	10,886 91
Grand Rapids.....	1,995 40	.....	.....	.....	4,320 00	.....	229 52	1,448 57	7,993 49
Green Bay.....	2,794 77	2,000 00	.....	.....	4,000 00	3,652 01	3,146 77	286 86	19,900 41
Hudson.....	3,275 57	.....	.....	.....	5,709 08	978 08	229 52	152 77	10,345 02
Janesville.....	6,419 76	.....	.....	.....	12,500 00	4,652 24	4,927 42	848 85	29,848 27
Kenosha.....	4,772 78	.....	.....	.....	4,000 00	2,200 00	2,149 83	45 10	13,167 71
La Crosse.....	18,284 23	2,600 00	.....	.....	41,000 00	7,652 00	16,351 16	1,383 85	87,270 74
Madison.....	8,992 98	.....	.....	.....	18,100 00	4,600 00	4,743 10	1,063 00	38,169 08
Marinette.....	4,417 06	2,000 00	8,300 00	.....	.....	2,688 80	2,458 82	9,400 00	25,264 68
Menasha.....	2,001 32	.....	.....	.....	8,025 00	600 00	1,041 49	229 50	6,997 81

Cities—Financial Statistics—Receipts.

Menomonie.....	5,608 15				14,000 00	1,787 27	1,898 25	824 73	28,618 40
Merrill.....	851 23				8,050 00	1,200 00	1,144 53	229 52	11,475 28
Milwaukee.....	147,082 94				240,518 68		68,331 79	13,114 15	469,057 86
Mineral Point.....	1,952 89				8,500 00	1,251 45	1,283 20	317 17	8,304 71
Neenah.....	8,875 12				8,773 17		1,919 24	1,430 52	15,507 05
New London.....	3,086 95				2,854 90	866 48	1,802 19	646 97	8,207 49
Oconto.....	2,746 14				7,240 15		1,855 49		11,841 78
Oshkosh.....	12,181 25				31,000 00	13,000 00	8,882 23	830 11	65,893 59
Portage.....	1,492 56				5,869 40		2,310 80	2,246 20	11,919 02
Prairie du Chien.....	3,073 55				3,029 97	1,242 37	1,293 11	53 65	8,692 65
Racine.....	11,781 60				21,000 00	8,542 67		4,365 83	45,689 60
Reedsburg.....	1,036 43	500 00	2,000 00			598 50	627 36	422 37	5,184 68
Ripon.....	4,890 69	250 00	5,700 00	100 00	988 00	1,251 61	1,606 08	250 85	14,536 73
Shelbygan.....	13,719 53	4,000 00			16,000 00	5,005 80	5,557 28	618 12	44,900 73
Stevens Point.....	7,008 66				6,000 00		229 52	1,028 00	14,208 18
Sturgeon Bay.....	1,135 86				3,000 00	636 66	608 50	245 22	5,685 74
Watertown.....	9,541 13				9,349 47	4,268 30	4,645 89	486 91	28,289 70
Waupaca.....	743 71	3,000 00			4,176 00	732 65	819 15	320 15	9,790 66
Wausau.....	2,984 82				12,196 65	3,384 99		356 00	18,922 46
Whitewater.....	1,382 91				11,378 58	1,523 12	1,876 53	8,669 14	19,890 28
Totals.....	\$313,287 20	\$18,650 00	\$31,400 00	\$100 00	\$573,716 19	\$91,041 20	\$51,462 04	\$163,677 41	\$1,243,334 04

Cites—Financial Statistics—Expenditures.

TABLE NO. XX.—1887.
CITIES—FINANCIAL STATISTICS—EXPENDITURES.

CITIES.	For building and re- pairing.	For apparatus and li- braries.	For services of male teachers.	For services of fe- male teachers.	For old indebtedness.	For furniture, regis- ters and records.	For all other pur- poses.	Total amount paid out during the year.	Money on hand, June 30, 1887.
Appleton.....	\$1,492 20	\$504 32	\$5,072 21	\$14,964 44	\$6,729 00	\$496 08	\$3,401 10	\$37,659 35	\$3,732 54
Baraboo.....	792 36	113 37	1,425 00	6,075 00	605 00	144 16	2,025 03	11,179 92	5,627 89
Beaver Dam.....	579 61	150 00	1,250 00	5,090 00	228 43	318 19	2,334 31	9,950 54	3,966 05
Beloit.....	.....	.....	2,000 00	8,120 00	.....	.....	3,997 30	14,117 30	9,241 36
Berlin.....	365 07	60 46	1,824 69	4,527 50	.....	.....	1,895 97	8,673 69	3,382 67
Brodhead, village..	633 18	.....	.....	3,196 75	.....	.....	632 06	4,481 99	815 24
Columbus.....	75 00	25 00	900 00	2,335 00	.....	28 30	891 05	4,274 35	784 70
De Pere.....	344 30	125 08	900 00	2,097 50	620 00	159 45	554 74	4,801 11	1,638 64
Fond du Lac.....	1,536 10	176 38	1,000 00	15,412 00	.....	415 67	5,034 27	23,574 42	4,734 39
Fort Howard.....	132 22	64 00	850 00	5,509 25	.....	126 31	1,677 12	8,378 90	2,308 01
Grand Rapids.....	590 11	200 00	1,000 00	2,550 00	.....	116 96	536 42	4,993 49	3,000 00
Green Bay.....	3,493 19	.....	1,500 00	8,898 13	.....	.....	3,297 33	17,278 65	2,621 76
Hudson.....	389 12	5 50	1,200 00	4,087 00	.....	206 51	1,108 08	7,056 21	3,288 81
Janesville.....	1,802 18	.....	1,992 56	11,903 50	.....	498 87	4,432 56	20,029 61	8,718 96
Kenosha.....	.....	18 00	1,500 00	5,220 00	.....	.....	2,665 08	9,403 08	3,704 63
La Crosse.....	11,754 78	151 32	8,960 06	22,611 81	.....	3,860 12	8,203 03	55,481 06	31,789 08
Madison.....	804 85	358 19	3,150 08	16,203 54	.....	493 51	9,709 18	30,779 27	7,389 81
Marquette.....	23 42	.....	1,950 00	12,755 75	494 07	1,207 94	7,244 07	23,675 25	1,589 43
Menasha.....	271 40	49 40	1,050 00	3,350 00	400 91	59 39	3,913 70	6,184 80	712 51
Menomonie.....	2,499 52	66 00	2,365 00	7,675 78	.....	439 78	2,771 77	15,817 85	7,795 55

Cities—Teachers' Certificates, Normal School Teachers, Etc.

TABLE No. XXI.—1887.

CITIES—TEACHERS' CERTIFICATES, NORMAL SCHOOL TEACHERS, AND AVERAGE EXPERIENCE.

CITIES.	CERTIFICATES GRANTED.										CERTIFICATES REFUSED.				NORMAL SCHOOL TEACHERS.		AVERAGE EXPERIENCE.				
	Male Teachers.					Female Teachers.					Male Teachers.		Female Teachers.		No. of graduates of Normal Schools.	No. attended Normal Schools.	Average time in years male teachers remain.	Av. time in years female teachers remain.	Av. experience in years of male teachers.	Av. experience in years of female teachers.	
	1st grade.	2d grade.	3d grade.	1st grade.	2d grade.	1st grade.	2d grade.	3d grade.	Totals.	1st grade.	2d grade.	3d grade.	1st grade.	2d grade.							
Appleton	2	2	...	...	...	...	...	...	38	...	...	...	...	...	2	7	5	7	14	7	
Baraboo .....	...	...	...	...	...	...	...	...	14	...	...	...	...	...	3	4	4	3	8	10	
Beaver Dam	1	...	...	...	...	...	...	...	14	...	...	...	...	...	1	...	4	6	4	7	
Beloit .....	...	1	...	...	...	...	...	...	20	...	...	...	...	...	...	...	3	3	10	4	
Berlin	4	1	...	...	...	...	...	...	13	...	...	...	...	...	...	5	4	6	12	6	
Brodhead, village	1	...	...	...	...	...	...	...	6	...	...	...	...	...	3	2	4	4	...	6	
Columbus	1	1	...	...	...	...	...	...	12	...	...	...	...	...	1	3	2	6	...	6	
Deperre .....	...	...	...	...	...	...	...	...	3	...	...	...	...	...	2	...	2	...	...	...
Fond du Lac	2	8	35	2	8	35	2	8	90	...	...	...	...	...	2	1	2	6	10	10	
Fort Howard .....	...	...	...	...	...	...	...	...	18	...	...	...	...	...	1	...	6	3	5	8	
Grand Rapids	1	1	6	...	...	...	...	...	14	...	...	...	...	...	1	3	4	10	4	10	
Green Bay	1	...	...	...	...	...	...	...	20	...	...	...	...	...	...	...	6	...	18	7	
Hudson .....	...	...	...	...	...	...	...	...	9	...	...	...	...	...	1	2	8	...	8	8	
Janesville	2	2	1	1	10	8	...	...	9	...	...	...	...	...	1	...	...	...	7	6	

Cities—Teachers' Certificates, Normal School Teachers, Etc.

Kenosha.....	8	2	5	1	161	171	61	8	41	5	71	91	9
La Crosse.....	6			3	58	73	3	7	21	6	8	12	4
Madison.....						81		1	5	6	7	9	7
Marquette.....													
Menasha.....	3			7		7		3	4	3	6	6	6
Menomonic.....	3			2	18	32		4	5	4	2	7	3
Merrill.....					4	8							
Milwaukee.....	15					52		46		15	5	14	6
Mineral Point.....	2	2		1	8	11		1	3	6	7	15	8
Neesah.....	2	1				18		4	1	6	10	5	7
New London.....	2	1				8		2	1	2	3	19	6
Oconto.....	1			1	6	8							
Oshkosh.....				7	6	2			14	6	4	13	6
Portage.....	2				60	72		3	5	5	7	10	8
Prairie du Chien.....	1	1			17	17			2	5	7	2	6
Racine.....	5			3	9	10		3	6	2	4	8	6
Reedsburg.....					66	69		1		3	3		
Ripon.....	3				8	12			7	8	6		
Sheboygan.....	8			1	3	6		2	5	1	2	4	5
Stevens Point.....	2				3	2		3	5	5	3	6	5
Sturgeon Bay.....	1			2	5	25		8	4	5	4	5	5
Watertown.....	3				10	8		2	4	8	12	14	10
Waupaca.....	1				2	6		1	2	3	3	10	4
Wausau.....		2		2	1	24			8	8	5	1	6
Whitewater.....	4	1		1	8	10		4	8			15	5
Totals and averages.	98	19	20	65	32	122	464	822	205	185	5	10	6

Statistics of High Schools Aided by the State.

TABLE NO. XXII — 1887.

STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE.

LOCATION.	NAME OF PRINCIPAL.	Year when the school was established as a free high school.	No. of male teachers.	No. of female teachers.	No. of male pupils over twenty years of age.	No. of female pupils not over twenty years of age.	Whole number not over twenty years.	No. registered over twenty years of age.	Whole number of pupils registered.	Average daily attendance.	Number of days of high school.	No. of pupils in common branches only.	No. of pupils in algebra or geometry.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Antigo	John O'Hara	1884	1	1	23	31	54	3	57	39	185	28	20
Ashland	J. M. Turner	1887	1	1	52	43	43	95	95	67	120	45	40
Appleton	L. N. Stewart	1876	2	3	68	78	146	4	150	120	180	78	46
Arcadia	J. H. Ackerman	1884	2	1	20	23	43	13	56	41	180	12	31
Argyle	S. H. Hilliard	1886	1	1	10	15	25	...	25	19	176	1	16
Augusta	L. W. Wood	1885	1	1	18	48	66	2	68	45	176	25	31
Avoca	Geo. Burton	1876	1	1	13	14	27	...	27	19	180	9	15
Baraboo	W. J. Brier	1877	2	1	22	38	60	2	62	43	175	1	84
Beaver Dam	Conde Hamlin	1875	1	2	35	40	75	...	75	63	200	15	25
Beloit	C. W. Merriman	1868	2	1	34	67	101	5	106	83	176	9	62
Berlin	A. F. Rote	1878	1	2	46	48	94	2	96	69	180	...	28
Black Earth	Clarence E. Ward	1884	1	1	20	36	58	...	58	27	180	30	14
Black River Falls	Dwight Kinney	1875	1	1	11	25	36	3	39	30	176	...	23
Bloomer	J. G. Adams	1880	1	...	20	30	50	4	54	36	157	47	7

Statistics of High Schools Aided by the State.

TABLE No. XXII — STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE. — Continued. — 1887.

LOCATION.	NAME OF PRINCIPAL.	Year when the school was established as a free high school.	No. of male teachers.		No. of female teachers.	No. of male pupils not over twenty years of age.	No. of female pupils not over twenty years of age.	No. of male pupils not over twenty years.	No. registered over twenty years of age.	Whole number of pupils registered.	Average daily attendance.	No. of days of high school.	No. of pupils in common branches only.	No. of pupils in algebra or geometry.
			4	5										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Hillsborough.....	Emil V. Wernick..	1876	1	1	11	14	25	25	25	19	180	19	16	
Horicon.....	J. H. Dorse.....	1877	1	1	36	39	75	75	75	50	200	45	24	
Hudson.....	R. B. Dudgeon....	1883	1	1	30	38	68	68	68	52	180	17	21	
Humbird.....	W. H. Hickok....	1881	1	2	10	18	38	38	29	17	180	17	9	
Janesville.....	C. H. Keyes.....	1878	2	2	38	59	97	97	97	81	190	64	64	
Jefferson.....	H. F. Wieman....	1886	1	1	23	20	43	43	43	32	195	27	16	
Kenosha.....	C. H. Leach.....	1876	1	2	44	33	77	77	77	47	190	40	12	
Kewaunee.....	M. McMahon.....	1875	1	1	15	17	32	44	47	36	200	8	11	
Kiel.....	J. C. Camp.....	1885	1	1	15	17	32	44	33	26	199	8	7	
Lake Mills.....	H. L. Terry.....	1876	1	1	16	33	33	49	54	35	179	24	17	
Lake Geneva.....	J. A. Gould.....	1877	1	1	27	41	68	68	78	58	175	8	23	
Lancaster.....	E. E. McDermot...	1875	2	2	33	37	70	70	70	68	180	32	32	
Lodi.....	J. E. Hoyt.....	1875	1	1	30	40	70	70	71	53	120	27	28	
Madison.....	W. H. Beach.....	1876	2	10	118	151	269	269	274	18	185	86	125	
Manawa.....	J. O'Brien.....	1886	1	1	16	24	40	40	43	32	160	18	18	

Statistics of High Schools Aided by the State.

TABLE NO. XXII.—STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE.—Continued.—1887.

LOCATION.	NAME OF PRINCIPAL.	Year when the school was established as a free high school.	No. of male teachers.	No. of female teachers.	No. of male pupils not over twenty years of age.	No. of female pupils not over twenty years of age.	Whole number not over twenty years.	No. registered over twenty years of age.	Whole number of pupils registered.	Average daily attendance.	Number of days of high school.	No. of pupils in common branches only.	No. of pupils in algebra or geometry.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Reedsburg	A. B. West.....	1878	2	1	45	43	88	4	92	65	180	.....	40
Richland Center	H. R. Smith.....	1875	1	2	53	8	61	5	66	.....	180	6	44
Ripon	J. P. Haber.....	1877	1	1	15	32	47	2	49	.....	180	.....	25
River Falls	Chas. Friedell	1885	2	.....	20	34	54	8	62	34	180	34	12
Sauk City	C. F. Ninnman.....	1877	1	.....	23	35	58	.....	58	31	180	22	18
Sextonville	E. N. Livermore.....	1878	1	2	.....	.....	.....	.....	.....	56	140	12	10
Sharon	J. G. Skeels.....	1881	1	1	16	23	39	6	45	30	180	7	20
Shawano	L. D. Roberts.....	1879	1	.....	16	28	44	1	45	32	180	8	17
Sheboygan	E. G. Haylett.....	1877	2	1	23	45	68	4	72	57	197	18	25
Sheboygan Falls	B. F. Anderson.....	1877	1	1	19	31	50	1	51	40	180	23	18
Shullsburg	Henry Jane.....	1876	1	1	29	24	53	.....	53	37	200	20	18
Sparta	L. H. Clark.....	1876	1	3	72	82	154	4	158	105	177	35	60
Spring Green	J. H. Terry.....	1878	1	.....	30	39	69	4	73	41	180	37	11
Stevens Point	Frank W. Cooley.....	1876	1	1	22	42	64	1	65	51	190	18	37
Stockbridge	F. E. Peterson.....	1876	1	.....	22	21	43	.....	43	25	160	43	.....

Statistics of High Schools Aided by the State.

TABLE NO. XXII.—STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE.—Continued.—1887.

LOCATION.	15	16	17	18	19	20	21	22	23	24	25	26	27
	No. of pupils in natural sciences, including physical geography and physiology.	No. of pupils in modern languages.	No. of pupils in ancient languages.	Average age of pupils on entering the high school.	Average age of pupils at leaving the high school.	No. of male graduates past year.	No. of female graduates past year.	Total number of male graduates.	Total number of female graduates.	Salary paid to principal.	Whole amount paid for instruction.	Amount received for tuition.	Amount of aid received from the state.
1													
Antigo.....	44	.....	.....	15	17	2	4	4	12	\$800	\$1,250	*38	\$215 70
Ashland.....	50	6	.....	13	.....	.....	.....	.....	.....	1,125	1,575	.....	215 70
Appleton.....	43	83	23	13	17	3	8	44	49	1,400	3,205	515	215 70
Arcadia.....	27	85	.....	14	18	4	3	18	12	800	807	182	191 54
Argyle.....	24	.....	.....	15	.....	.....	.....	.....	8	540	540	.....	116 48
Augusta.....	29	.....	.....	14	18	.....	5	.....	5	1,027	1,027	375	215 70
Avea.....	13	.....	.....	14	18	1	.....	10	20	500	500	44	107 89
Baraboo.....	55	2	18	15	17	1	3	.....	.....	1,200	1,065	204	215 70
Beaver Dam.....	80	20	15	16	18	6	3	84	50	1,250	2,200	68	215 70
Beloit.....	97	23	83	15	19	3	15	.....	.....	1,400	2,055	878	215 70
Berlin.....	83	12	.....	15	18	6	18	64	121	1,200	2,200	450	215 70
Black Earth.....	18	.....	.....	15	18	1	2	2	8	600	735	85	158 75
Black River Falls.....	86	.....	15	17	18	.....	.....	24	42	750	1,087	127	215 70
Bloomer.....	4	.....	.....	13	16	.....	.....	1	.....	625	625	4	135 05
Bloomington.....	17	.....	.....	14	17	3	5	3	6	675	675	174	145 83

Statistics of High Schools Aided by the State.

TABLE No. XXII.—STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE.—Continued.—1887.

LOCATION.	1													
	15	16	17	18	19	20	21	22	23	24	25	26	27	
No. of pupils in natural sciences including physical geography and physiology.		No. of pupils in modern languages.	No. of pupils in ancient languages.	Average age of pupils on entering the high school.	Average age of pupils at leaving the high school.	No. of male graduates past year.	No. female graduates past year.	Total number of male graduates.	Total number of female graduates.	Salary paid to principal.	Whole amount paid for instruction.	Amount received for tuition.	Amount of aid received from the state.	
Horicon	24	25	14	18	18	3	4	6	20	\$850	\$1,250	\$178	\$215 70	
Hudson	68	12	15	17	17	2	...	10	18	1,200	1,785	125	215 70	
Humboldt	12	...	14	18	2	2	...	2	2	630	630	...	135 92	
Janesville	81	...	15	19	4	8	...	47	176	1,500	2,162	43	215 70	
Jefferson	16	43	14	17	1	3	...	2	5	1,000	1,400	47	215 70	
Kenosha	50	...	14	16	4	8	...	...	...	1,500	2,550	45	215 70
Kewaunee	44	...	13	17	6	4	...	22	15	950	950	126	183 35	
Kiel	33	20	13	16	2	2	...	2	...	700	700	91	151 00	
Lake Geneva	70	18	15	18	5	9	...	19	17	1,200	1,785	246	215 70	
Lake Mills	30	...	15	19	1	2	...	14	20	1,000	1,200	200	215 70	
Lancaster	70	5	31	18	7	3	...	22	40	900	1,305	74	215 70	
Lodi	43	...	7	14	18	1	...	42	80	666	876	252	188 97	
Madison	71	94	119	15	18	14	13	92	159	1,000	6,812	652	215 70	
Manawa	22	...	15	18	...	...	...	...	...	60	480	...	249 00
Mauston	20	...	14	18	...	1	...	21	24	1,000	1,360	264	215 70	

Statistics of High Schools Aided by the State.

	30	24	5	14	17	3	1	10	11	1,000	1,200	340	215
Mayville.....	14	7	14	16	18	4	3	26	28	800	700	55	350
Marshall.....	47	80	14	14	17	1	2	2	19	700	800	284	172
Marshfield.....	16	11	18	16	16	2	2	12	88	1,050	1,550	215	70
Mazomanie.....	31	7	15	18	18	2	2	2	7	950	1,450	215	70
Merrill.....	4	.....	15	18	18	2	.....	.....	.....	480	480	5	116
Montfort.....	42	.....	15	18	18	.....	.....	2	7	700	800	27	172
Merrillan.....	12	10	18	18	18	.....	.....	1	31	550	550	.....	64
Middleton.....	40	20	14	18	18	7	5	18	31	1,000	1,485	87	215
Mineral Point.....	147	80	53	14	18	7	18	65	83	1,000	1,900	204	215
Monroe.....	15	.....	6	16	18	.....	.....	12	14	800	800	176	173
Montello.....	12	.....	.....	14	19	1	8	1	4	480	680	141	103
Mount Hope.....	7	.....	16	17	17	.....	.....	1	1	600	600	77	139
Muscoda.....	24	.....	14	18	18	.....	.....	3	16	1,100	1,480	.....	45
Necedah.....	65	29	7	12	17	.....	.....	3	6	1,000	2,050	29	215
Neenah.....	90	5	15	14	16	2	2	10	18	1,100	1,490	133	215
Neillsville.....	34	.....	9	14	18	2	3	6	30	1,000	1,360	99	215
New Lisbon.....	43	.....	.....	13	17	1	4	5	6	950	1,310	66	215
New Richmond.....	98	10	4	14	17	2	18	2	20	900	1,375	372	215
Oconto.....	25	.....	4	14	17	6	3	10	4	1,000	1,000	.....	70
Omro.....	63	.....	.....	13	17	.....	4	12	39	675	963	110	207
Oregon.....	24	.....	1	15	18	1	1	10	14	700	927	111	18
Oshkosh.....	65	.....	40	15	18	2	2	58	127	1,750	4,050	.....	95
Pepin.....	9	.....	12	16	16	.....	3	.....	.....	630	630	70	135
Pewaukee.....	20	.....	14	17	17	2	5	2	5	620	620	100	92
Plymouth.....	30	.....	15	17	17	5	3	39	18	800	800	349	129
Portage.....	83	26	10	14	18	8	14	49	79	1,350	2,350	213	01
Port Washington.....	15	.....	18	16	16	.....	1	7	10	900	900	75	58
Potosi.....	14	.....	14	20	1	3	1	1	9	765	765	6	15
Poynette.....	41	20	.....	14	18	.....	3	8	10	1,080	1,080	200	25
Prairie du Chien.....	30	5	8	14	18	.....	5	.....	5	800	1,300	.....	70
Prescott.....	28	20	8	15	18	3	2	4	4	930	1,400	77	215
Prairie du Sac.....	18	.....	12	15	18	.....	.....	.....	.....	630	630	25	70
Racine.....	123	61	65	15	17	8	10	76	202	1,700	8,700	165	30
Reedsburg.....	40	6	.....	14	16	1	3	17	13	1,000	1,720	300	70

Statistics of High Schools Aided by the State.

TABLE No. XXII.—STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE.—Continued.—1887.

LOCATION.	1	15	16	17	18	19	20	21	22	23	24	25	26	27
		No. of pupils in natural sciences, including physical geography and physiology.	No. of pupils in modern languages.	No. of pupils in ancient languages.	Average age of pupils on entering the high school.	Average age of pupils on leaving high school.	No. of male graduates past year.	No. of female graduates past year.	Total number of male graduates.	Total number of female graduates.	Salary paid to principal.	Whole amount paid for instruction.	Amount received for tuition.	Amount of aid received from the state.
Richland Center.....		84	.....	.....	13	18	2	5	18	18	\$900	\$1,279	\$260	\$215 70
Ripon.....		46	.....	.....	16	20	3	9	.....	.....	1,100	1,505	118	215 70
River Falls.....		20	5	7	14	18	3	2	8	2	1,000	1,495	178	215 70
Sauk City.....		58	58	.....	13	15	2	1	2	10	850	850	40	183 35
Sextonville.....		19	2	.....	13	19	.....	1	2	4	420	577	60	124 69
Sharon.....		33	.....	3	14	18	.....	2	10	6	675	1,012	122	215 70
Shawano.....		25	.....	.....	13	17	3	1	.....	.....	1,000	1,000	96	215 70
Sheboygan.....		35	32	5	14	17	3	9	14	33	1,500	2,650	35	215 70
Sheboygan Falls.....		19	4	2	14	18	.....	5	26	40	900	1,350	128	215 70
Shullsburg.....		21	7	8	15	17	5	5	16	39	900	1,300	40	215 70
Sparta.....		123	85	67	15	19	3	8	24	52	1,300	.....	460	215 70
Spring Green.....		25	.....	.....	15	17	.....	.....	9	16	900	900	200	215 70
Stevens Point.....		45	10	23	14	18	3	.....	23	54	1,200	1,675	108	215 70
Stockbridge.....		43	43	.....	13	18	.....	13	.....	.....	550	550	44	118 64

Statistics of High Schools Aided by the State.

Stoughton.....	84	9	14	18	1	1	1,100	1,460	152	215 70			
Sturgeon Bay.....	27	.....	14	19	2	5	800	1,200	175	215 70		
Sun Prairie.....	56	.....	4	14	18	10	900	900	56	204 98		
Tomah.....	40	9	17	15	16	2	18	2,035	167	215 70			
Two Rivers.....	82	.....	14	17	2	6	18	1,000	80	204 98		
Unity.....	18	3	.....	14	18	4	6	1,000	80	204 98		
Viroqua.....	30	36	16	14	18	3	10	630	60	185 92			
Walworth.....	10	.....	1	13	18	2	16	900	507	215 70		
Watertown.....	114	134	32	14	16	4	59	1,350	81	81 10			
Waupaca.....	46	.....	12	14	16	5	24	1,540	385	215 70		
Waupun, Dodge Co.....	39	16	8	14	18	2	18	1,594	90	215 70			
Waupun, Fond du Lac Co.....	20	.....	1	14	17	2	16	1,187	223	204 98		
Wausau.....	19	21	.....	14	17	1	15	747	40	165 67		
Wauwatosa.....	60	.....	15	19	2	5	14	1,644	29	215 70		
Westfield.....	31	10	.....	14	19	2	6	1,000	414	215 70		
West Salem.....	35	.....	15	17	1	2	12	765	202	165 25		
Whitewater.....	75	52	23	16	18	1	20	800	232	172 58			
Woneoc.....	30	2	.....	13	17	1	1	2,300	59	215 70		
West Bend.....	37	22	.....	.....	.....	.....	1	800	35	172 58
West Depere.....	21	.....	15	13	18	1	10	800	75	86 30		
							28	400	38	215 70			
							5	1,350					
Totals and averages.....	5,086	1,441	1,220	14.2	17.5	259	451	1,731	3,269	\$124,363	\$177,036	\$17,430	\$25,719.00

Statistics of High Schools Not Aided by the State.

TABLE No. XXIII.—1887.
STATISTICS OF HIGH SCHOOLS NOT AIDED BY THE STATE.

LOCATION.	NAME OF PRINCIPAL.	Year when the school was established as a high school.	No. of male teachers.	No. of female teachers.	No. of male pupils not over 20 years of age.	No. female pupils not over 20 years of age.	Whole number not over 20 years.	No. registered over 20 years of age.	Whole number of pupils registered.	Average daily attendance.	No. of days of high school.	No. of pupils in common branches only.	No. of pupils in algebra or geometry.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Fort Howard.....	Otis R. Larson.....	1887	1	1	34	8	42	.....	42	39	200	6	36
La Crosse.....	Albert Hardy.....	1877	3	3	73	92	165	5	170	137	194	.....	124
Menomonie.....	J. G. Ingalls.....	.....	1	2	60	75	135	4	139	84	180	.....	84
Milwaukee.....	Geo. W. Peckham.....	.....	9	6	202	253	455	.....	455	385	186	151	147
Totals and av.....	.....	.....	14	12	369	428	797	9	806	645	760	157	391

Statistics of High Schools Not Aided by the State.

TABLE NO. XXIII.—STATISTICS OF HIGH SCHOOLS NOT AIDED BY THE STATE.—Continued. — 1887.

LOCATION.	15	16	17	18	19	20	21	Total number of male graduates.	Total number of female graduates.	24	25	26
	No. of pupils in natural sciences, including physical geography and physiology.	No. of pupils in modern languages.	No. of pupils in ancient languages.	Average age of pupils on entering the high school.	Average age of pupils at leaving high school.	No. of male graduates past year.	No. of female graduates past year.			Salary paid to principal.	Whole amount paid for instruction.	Amount received for tuition.
1												
Fort Howard	35	53	73	15	15	6	5	.....	.....	\$850	\$1,450	\$15
La Crosse	164	53	73	15	15	6	5	.....	.....	1,200	4,797	96
Menomonee	120	.....	45	14	17	8	6	.....	.....	1,600	2,580	189
Milwaukee	264	175	73	15	20	5	20	.....	.....	2,500	14,445	390
Totals and averages	583	228	191	14+	18+	19	31	130	279	\$6,150	\$23,283	\$690

Colleges and Universities.

TABLE No. XXIV.—1887.

COLLEGES AND UNIVERSITIES.

INSTITUTION.	Location.	President of Board of Trustees.	President of Fac- ulty.	Year of foundation.	Religious Denomination.	Number of instruct- ors.
1	2	3	4	5	6	7
Beloit College.....	Beloit.....	Edward D. Eaton..	Edward D. Eaton..	1847	Cong. and Presb't.	15
Fox Lake Female College.....	Fox Lake.....	T. S. Johnson..	Helen A. Pepon..	1856	Congregational ..	7
Lawrence University ..	Appleton.....	Joseph Root.....	B. P. Raymond..	1849	Methodist Episcopal.....	11
Milton College.....	Milton.....	E. B. Rogers.....	W. C. Whitford..	1867	S. D. Baptist.....	9
Northwestern University.....	Watertown.....	August F. Ernst..	A. F. Ernst.....	1864	Lutheran.....	6
Pio Nono College.....	St. Francis.....	Chas. Fessler.....	Chas. Fessler.....	1871	Roman Catholic.....	5
Ripon College.....	Ripon.....	E. H. Merrell.....	E. H. Merrell.....	1855	Cong. and Presb't.	13
St. Lawrence College.....	Mt. Calvary....	A. Rottensteiner..	A. Rottensteiner..	1861	Capuchin Fathers ..	11
University of the Sacred Heart.....	Watertown.....	W. Corby.....	P. G. Francisus..	1873	Roman Catholic.....	3
Total.....						80

Colleges and Universities.

TABLE No. XXIV.—COLLEGES AND UNIVERSITIES.—Continued.—1897.

INSTITUTION.	NO. OF STUDENTS IN COLLEGE CLASSES.												Whole number of students in attend- ance.					No. of candidates for degree of A. B.		No. of candidates for degree of B. S.		No. of candidates for second degree.		No. of candidates receiv- ing honorary degrees.		No. of graduates at last commencement.		Whole number of gradu- ates since foundation.		No. of years in preparatory course.		No. of years in other aca- demic courses.		No. of years in each col- legiate course.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
	Freshmen.			Sophomore.			Junior.			Senior.			Male.	Fem.	Total.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
1	8												9		10		11		12		13		14		15		16		17		18		19		20																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
Beloit College.....	15	14	29	12	17	29	1	32	161	219	389	219	12	2	219	59	2	3	16	869	3	8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Colleges and Universities.

TABLE No. XXIV. — COLLEGES AND UNIVERSITIES. — Continued. — 1887.

INSTITUTION.	No. of weeks in scholastic year.	No. of volumes in college library.	No. of volumes added during yr.	No. of volumes in society libraries.	No. of scholarships used the past yr.	No. of acres occupied by site.	No. of acres owned not including site.	Cash value of site.	Cash value of acres owned, not including site.	Cash value of buildings.	Cash value of apparatus, cabinets, and furniture.	Amount of endowment and other funds.	Amount of contributions the past year.	Amount of income from endowment and other funds.
1	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Beloit College	38	13,517	370	1,200	62	25	1,200	\$16,500	\$5,000	\$75,000	\$15,000	\$200,000	\$37,000	\$15,300
Fox Lake Female College	38	1,400	...	...	1	...	...	3,000	...	27,000	...	9,000	...	700
Lawrence University ...	37	10,976	327	...	...	13	141	20,000	1,435	34,000	29,742	204,954	3,361	10,072
Milton College	39	1,800	80	950	...	3	100	3,000	1,000	27,000	7,000	21,691	700	973
Northwestern University	40	2,000	75	...	6	30	...	15,000	...	43,000	3,000	...	8,000	...
Pio Nono College	40	600	...	...	10	...	...	5,000	...	45,000	18,000	...	...	...
Ripon College	39	6,000	600	...	10	...	...	65,000	...	32,000	15,000	143,000	20,000	11,000
St. Lawrence College	42	1,800	...	620	...	15	80	500	2,000	40,000	2,100	...	...	...
Uni. of the Sacred Heart .....	...	700	83	...	...	12	42	8,000	5,000	17,000	5,000	...	...	...
Totals	313	38,793	1,535	2,770	69	118	1,563	\$136,000	\$14,435	\$340,000	\$94,842	\$578,045	\$239,061	\$38,045

Academies.

TABLE NO. XXV.—1887.

ACADEMIES.

INSTITUTION.	Location.	President of Board of Trustees.	Principal.	Year of Foundation.	Religious Denomi- nation.	Number of instruct- ors.
1	2	3	4	5	6	7
Carroll Academy.....	Waukesha.....	J. N. Freeman.....	Walter L. Rankin.....	1873	Presbyterian.....	3
Evansville Seminary.....	Evansville.....	J. E. Coleman.....	J. E. Coleman.....	1880	Free Methodist.....	7
Luther Seminary.....	Madison.....	H. G. Stub.....	H. G. Stub.....	1876	Norw'g'n Ev. Luth.....	2
Mission House Academy.....	Franklin.....	H. A. Muehlmeier.....	H. A. Muehlmeier.....	1862	Reformed Church.....	7
Nashota Seminary.....	Nashota.....	M. Hyacinthe.....	Geo. G. Carter.....	1847	Protestant Episcopal.....	5
St. Catharine's Female Academy.....	Racine.....	J. Rainer.....	M. Hyacinthe.....	1866	Roman Catholic.....	11
St. Francis' Seminary.....	St Francis.....	C. B. Beebe.....	A. Zeininger.....	1856	Roman Catholic.....	9
Wayland Academy.....	Beaver Dam.....		G. F. Linfield.....	1852	Baptist.....	9
Total.....						44

Academies.

TABLE NO. XXIV — ACADEMIES — Continued — 1887.

INSTITUTION.							Whole amount of income the past year.
	27	28	29	30	31	32	
	Cash value of site.	Cash value of land owned, not including site.	Cash value of buildings.	Cash value of apparatus and cabinets.	Amount of endowment and other funds.	Income from tuition and incidental fees.	
1	27	28	29	30	31	32	33
Carroll Academy	\$15,000	.....	\$15,000	\$1,000	\$18,000	\$ 994	\$3,398
Evansville Seminary	2,000	.....	14,000	100	.....	1,750	1,800
Luther Seminary	15,000	.....	10,000	.....	.....	.....	10,000
Mission House Academy .....	.....	\$2,050	.....	2,000	.....	.....	.....
Nashota Seminary	4,000	28,000	40,000	.....	.....	.....	.....
St. Catharine's Female Academy .....	.....	2,000	40,000	.....	.....	.....	.....
St. Francis' Seminary	1,000	80,000	150,000	.....	.....	.....	80,000
Wayland Academy	20,000	.....	.....	.....	35,000	3,000	5,250
Total	\$57,000	\$62,050	\$269,000	\$3,100	\$53,000	\$5,744	\$50,448

Academies.

TABLE No. XXIV.—ACADEMIES.—Continued.—1887.

Institution.	Tuition and incidental fees for the year.	Cost of board and lodging for the year.	Amount paid for instruction the past year.	Amount paid for building and repairs the past year.	Amount paid for incidental expenses the past year.	Whole amount of expenses the past year.	Date of next closing exercises.
	34	35	36	37	38	39	40
1							
Carroll Academy.....	\$32	\$140	\$2,850	\$1,865	\$323	\$5,329	June 28
Evansville Seminary.....	24	115	1,750	75		1,825	June 8
Luther Seminary.....			2,800	200			
Mission House Academy.....		100	2,400				June 29
Nashota Seminary.....							June 29
St. Catharine's Female Academy.....		140		3,000			June 29
St. Francis Seminary.....		165		15,000			June 24
Wayland Academy.....	33	80	4,100	300	200	4,600	June 19
Totals.....	\$89	\$740	\$18,400	\$20,430	\$323	\$11,854	.....

*Business Colleges.*TABLE NO. XXV.—1887.
BUSINESS COLLEGES.

INSTITUTION.	LOCATION.	PRINCIPAL.	Year of foundation.	No. of instructors.	No. of students the past year.	No. of graduates the past year.	Whole number of graduates since foundation.	No. of weeks in scholastic year.	No. of volumes in library.
1	2	3	4	5	6	7	8	9	10
Northwestern Business College.....	Madison.....	Denning & Prechter.....	1856	5	265	19	.....	52	.....
Green Bay Business College.....	Green Bay.....	J. N. McQuinn.....	1868	2	120	9	.....	51	160
Totals.....	.....	.....	.....	7	385	28	.....	103	150

Business Colleges.

TABLE NO. XXVI.—BUSINESS COLLEGES.—Continued. — 1887.

INSTITUTION.	No. of volumes added the past year.	No. of scholarships used the past year.	Cash value of apparatus and other appurtenances.	Income from tuition and incidental fees.	Tuition per year.	Cost of board and lodging for the year.	Amount paid for instruction the past year.	Amount paid for incidental expenses the past year.	Whole amount of expenses the past year.	Date of the close of the year.
	11	12	13	14	15	16	17	18	19	20
1										
Northwestern Business College.....	40	\$800	\$4,055	\$26, \$45	\$120	\$878	\$752	\$1,924	No exercises.
Green Bay Business College.....
Totals	40	\$800	\$4,055	\$26, \$45	\$120	\$878	\$752	\$1,924	.....

1888.

Children, and School Attendance.

TABLE No. II.—1888.
CHILDREN AND SCHOOL ATTENDANCE.

COUNTIES.	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	Whole No. of children over 4 and under 20 years of age in the county.	No. of days school was taught by a qualified teacher.	No. over four and under 20 years who have attended school.	No. under 4 years of age who have attended school.	No. over 20 years of age who have attended school.	Total number of different pupils who have attended school during the year.	Whole number of days of attendance of pupils.	No. of children between 7 and 15 in the county.	No. of children between 7 and 15 who have attended public school.	Per cent of enrollment on whole number of children of school age.	Per cent of enrollment on whole No. of children between the ages of 7 and 15.
Adams	1,381	1,241	2,622	10,930	2,047	5	12	2,064	136,400	1,500	1,401	75	93
Ashland	1,449	1,514	2,963	2,564	1,797	4	26	1,827	96,402	1,189	985	00	62
Barron	2,717	2,519	5,236	14,465	3,536	42	27	3,605	280,801	2,637	2,297	70	10
Bayfield	583	612	1,195	1,329	787	2	8	792	68,482	676	301	00	00
Brown	5,132	4,807	9,939	14,236	5,033	4	1	5,038	374,830	5,484	4,080	80	00
Buffalo	3,119	3,109	6,228	13,847	3,907	1	22	3,930	254,800	3,806	2,745	60	00
Burnett	733	745	1,478	2,710	834	...	2	836	40,062	708	618	57	70
Calumet	3,471	3,228	6,699	14,017	3,480	5	8	3,493	277,182	3,803	2,701	55	00
Chippewa	4,264	4,010	8,274	19,504	4,573	6	19	4,598	291,479	4,074	2,916	65	00
Clark	3,310	2,995	6,305	20,175	4,617	4	4	4,625	310,828	3,291	2,762	73	00
Columbia	3,769	3,481	7,250	27,332	5,587	3	23	5,613	391,520	3,408	3,317	83	00
Crawford	2,536	2,433	4,969	12,505	3,363	6	43	3,405	216,400	2,565	2,318	66	00
Dane, 1st dist.	4,398	3,974	8,372	27,863	5,904	5	40	5,949	435,913	4,603	3,847	70	00
Dane, 2d dist.	3,809	3,632	7,441	22,459	4,974	11	22	5,007	323,054	4,168	3,510	84	00
Dodge	7,189	6,887	14,076	36,584	8,457	4	12	8,473	684,014	7,561	6,708	69	00
Door	3,001	2,791	5,792	9,951	3,332	20	14	3,375	252,780	3,122	2,459	58	00
Douglas	577	558	1,135	520	676	...	1	677	100,100	692	692	80	00

Children, and School Attendance.

Dunn.....	3,368	3,084	6,402	18,688	4,443	3	23	4,469	277,089	3,520	3,084	87
Eau Claire.....	4,526	4,770	9,206	13,099	5,696	...	16	5,712	428,207	5,149	4,896	88
Florence.....	803	254	557	552	429	...	...	429	14,665	128	106	82
Fond du Lac...	5,821	5,088	10,404	10,318	6,309	9	21	6,839	482,068	6,604	4,432	79
Forest.....	66	76	142	139	115	...	...	115	11,508	103	88	94
Grant.....	6,809	6,519	13,328	13,808	10,088	7	74	10,119	805,989	7,194	6,456	78
Green.....	3,917	3,475	7,392	7,392	5,826	25	40	5,891	437,803	3,810	3,588	80
Green Lake.....	2,119	1,958	4,077	13,308	2,584	8	16	2,613	220,299	2,145	1,935	84
Iowa.....	3,771	3,458	7,229	7,169	5,665	17	18	6,600	433,169	4,026	3,587	76
Jackson.....	2,841	2,793	5,634	5,599	4,426	4,007	3	4,026	271,739	3,810	3,824	72
Jefferson.....	5,076	4,679	9,755	25,733	6,922	8	18	6,343	435,791	4,954	4,323	83
Juneau.....	2,973	2,866	5,839	5,796	4,233	1	17	4,241	367,536	3,416	2,996	72
Kenosha.....	1,526	1,486	3,012	3,000	1,839	...	1	1,860	162,238	1,509	1,253	83
Kewaunee.....	3,565	3,509	7,074	11,423	3,666	17	3	3,686	290,260	3,657	2,775	51
La Crosse.....	2,480	2,306	4,786	7,165	3,290	3	16	3,309	244,075	2,573	2,314	68
LaFayette.....	3,637	3,600	7,237	7,165	5,471	...	13	5,484	481,364	3,834	3,582	76
Langlade.....	880	763	1,643	1,643	1,117	4	1	1,122	69,938	864	670	92
Lincoln.....	531	534	1,089	1,045	723	...	1	724	47,846	695	568	80
Manitowoc.....	7,655	7,420	15,075	15,075	7,464	18	10	7,492	714,145	7,542	5,415	49
Marathon.....	4,186	3,846	8,032	7,962	4,492	6	2	4,500	349,830	4,536	3,525	56
Marquette.....	1,255	1,146	2,401	2,372	1,411	...	...	1,411	95,081	1,444	1,182	56
Marquette.....	1,814	1,834	3,648	3,648	2,855	9	14	2,408	132,075	1,761	1,449	75
Milwaukee.....	4,606	4,663	9,269	9,269	4,051	3	...	4,054	374,322	5,175	2,917	47
Monroe.....	4,242	4,196	8,438	8,438	5,261	5	23	5,309	...	3,729	3,209	69
Oconto.....	1,917	1,700	3,617	3,617	2,390	1	3	2,284	160,142	2,263	1,751	69
Oneida.....	263	264	527	527	336	...	...	337	26,240	308	269	72
Outagamie.....	4,789	4,509	9,308	9,308	5,154	2	3	5,159	410,058	4,972	3,932	57
Ozaukee.....	3,093	3,077	6,170	6,170	2,830	3	1	2,934	274,021	3,467	2,522	54
Pepin.....	1,354	1,349	2,693	2,693	1,781	...	6	1,787	132,745	1,728	1,307	71
Pierce.....	3,749	3,588	7,337	7,185	4,903	10	25	4,938	345,065	4,162	3,210	72
Polk.....	2,635	2,381	5,016	4,977	3,405	12	29	3,446	220,841	2,899	2,555	77
Portage.....	3,384	3,013	6,397	6,397	3,912	19	22	3,953	193,630	2,917	2,332	62
Price.....	552	470	1,022	968	822	1	2	825	72,975	709	636	80
Racine.....	2,597	2,302	4,899	4,899	3,414	2	10	3,426	287,229	3,032	2,558	70
Rockland.....	3,606	3,352	7,158	7,336	5,536	9	67	5,612	1,361,355	3,926	3,547	75
Rock, 1st dist..	2,242	2,151	4,393	4,394	3,177	...	12	3,189	315,479	2,264	2,096	78

Children, and School Attendance.

TABLE NO. II.—CHILDREN AND SCHOOL ATTENDANCE—Continued.

COUNTIES.	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	Whole No. of children over 4 and under 20 years of age in the county.	No. over 4 and under 20 years in those districts which maintained school six or more months.	No. of days a school was taught by a qualified teacher.	No. over 4 and under 20 years who have attended school.	No. under 4 years who have attended school.	No. over 20 years of age who have attended school.	Total number of different pupils who have attended school during the year.	Whole number of days of attendance of pupils.	No. of children between 7 and 16 in the county.	No. of children between 7 and 16 who have attended public school.	Percent of enrollment on whole number of children of school age.	Percent of enrollment on whole No. of children between the ages of 7 and 16.
Rock, 2d dist	1,857	1,723	3,580	8,511	19,368	2,412	4	4	4,423	179,401	1,915	1,034	79	82
St. Croix	3,644	3,497	7,141	7,141	19,984	4,886	6	21	4,913	318,818	8,894	8,817	69	30
Sauk	4,629	4,380	9,009	9,009	22,534	6,092	10	27	6,129	480,101	5,402	4,816	68	53
Sawyer	208	183	391	391	1,377	329			329	23,830	173	165	45	65
Shawano	3,395	3,089	6,484	6,484	12,602	3,506	8	2	3,606	295,433	8,631	2,513	56	21
Sheboygan	4,934	4,796	9,730	9,730	23,449	5,942	5	19	5,966	495,910	5,090	4,399	61	32
Taylor	1,175	996	2,171	2,164	6,649	950			950	70,807	1,057	870	63	73
Trempealeau	3,791	3,524	7,315	7,315	15,992	4,373	2	43	4,418	271,008	8,855	8,044	66	70
Vernon	4,874	4,671	9,545	9,545	21,125	6,179	13	50	6,942	468,959	5,282	4,601	73	34
Walworth	3,717	3,405	7,122	7,097	26,886	5,102	2	24	5,132	509,359	8,768	8,497	74	37
Washburn	276	259	535	521	1,170	405			405	41,853	393	349	76	91
Washington	4,431	4,310	8,741	8,741	21,850	4,754	3	4	4,761	369,119	4,734	8,004	56	76
Waukesha	5,328	4,985	10,313	10,513	28,878	6,519	4	14	6,537	561,198	5,355	4,794	66	91
Waupaca	4,168	3,908	8,076	8,076	22,266	5,802	2	14	5,816	321,743	4,088	3,502	70	80
Waushara	2,600	2,482	5,082	5,082	22,594	3,626	5	40	8,671	325,254	2,764	2,269	64	65
Winnebago	3,016	2,829	5,845	5,845	20,806	3,986	9	10	4,065	329,893	3,154	2,845	68	66
Wood	2,744	2,552	5,296	5,278	8,490	2,773	4	8	2,785	219,139	3,016	2,300	60	72
Totals	214,083	202,068	416,751	413,944	1,051,504	265,477	403	1,000	266,970	2,078,981	223,554	184,934	616	83

Graded Schools, Teachers, Wages, Etc.

COUNTIES.	GRADED SCHOOLS.							TEACHERS.				WAGES.		No. of public schools in the county		No. of schools visited by the county superintendent during the year.		SUPERINTENDENTS' VISITS.	
	No. of schools with two departments.	No. of schools with three departments.	No. of schools with four departments.	No. of graded schools that have adopted a course of study.	No. of schools with only one department that have adopted a course of study.	No. of teachers required to teach the schools.	No. of male teachers employed during the year.	No. of female teachers employed during the year.	No. of different persons employed during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.					No. of schools visited by the county superintendent during the year.	No. of such visits made by county superintendents during the year.		
Adams.....	1	6	1	1	1	69	15	105	113	\$26 70	\$19 11	66	66	66	66	127	127	9	9
Ashland.....	7	1	1	1	1	110	11	98	55	64 17	44 20	28	28	28	28	18	18	71	71
Barron.....	1	1	4	1	1	19	55	110	160	44 19	29 50	94	94	94	94	13	13	10	10
Bayfield.....	1	1	1	1	1	83	36	76	110	40 41	29 32	81	81	81	81	17	17	79	79
Brown.....	1	1	2	13	10	91	46	78	121	38 25	27 40	81	81	81	81	142	142	90	90
Buffalo.....	1	1	1	12	1	22	2	30	32	80 00	31 32	21	21	21	21	40	40	21	21
Burnett.....	3	2	1	5	5	78	26	59	86	42 02	28 61	67	67	67	67	218	218	139	139
Calumet.....	3	9	9	8	5	165	39	192	225	47 87	30 07	139	139	139	139	174	174	110	110
Chippewa.....	6	1	1	3	1	115	35	154	195	44 35	29 92	144	144	144	144	108	108	134	134
Clark.....	6	2	2	5	7	164	56	208	208	43 24	28 90	144	144	144	144	108	108	90	90
Columbia.....	4	6	2	1	1	96	31	135	166	36 95	20 11	92	92	92	92	108	108	126	126
Crawford.....	6	6	2	5	7	143	43	176	219	42 77	28 43	126	126	126	126	161	161	122	122
Dane, 1st district.....	6	6	2	5	7	139	51	206	196	82 00	25 00	123	123	123	123	155	155	122	122
Dane, 2d district.....	6	6	2	5	7	139	51	206	196	82 00	25 00	123	123	123	123	155	155	122	122

TABLE No. III.—1888.
GRADED SCHOOLS, TEACHERS, WAGES, NUMBER OF SCHOOLS, AND SUPERINTENDENTS' VISITS.

Graded Schools, Teachers, Wages, Etc.

TABLE No. III. — GRADED SCHOOLS, TEACHERS, WAGES, NUMBER OF SCHOOLS, AND SUPERINTENDENTS' VISITS — Continued.

COUNTIES.	GRADED SCHOOLS.						TEACHERS.				WAGES.		No. of public schools in the county.	No. of schools visited by the county superintendent during the year.	No. of such visits made by the county superintendent during the year.	SUPERINTENDENTS' VISITS.
	No. of schools with two departments.	No. of schools with three departments.	No. of schools with four or more departments.	No. of graded schools that have adopted a course of study.	No. of schools with only one department that have adopted a course of study.	No. of teachers required to teach the schools.	No. of male teachers employed during the year.	No. of female teachers employed during the year.	No. of different persons employed during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.					
Dodge.....	4	2	4	10	2	218	82	202	284	\$40 35	\$24 16	190	189	247	189	247
Door.....	2	1	...	2	62	63	26	46	77	39 04	35 11	62	63	183	63	183
Douglas.....	3	1	...	2	...	17	3	14	19	80 00	48 67	14	11	20	11	20
Dunn.....	6	1	...	2	2	132	45	156	204	33 91	28 41	114	114	144	114	144
Eau Claire.....	3	2	1	2	1	140	23	160	178	54 93	29 39	92	64	115	64	115
Florence.....	3	...	1	2	...	12	4	12	16	76 50	39 34	7	3	6	3	6
Fond du Lac.....	2	...	2	4	23	175	52	220	277	37 25	25 30	165	158	238	158	238
Forest.....	...	...	...	...	...	9	2	8	12	37 50	34 77	7	8	21	8	21
Grant.....	6	4	8	13	2	267	75	303	384	42 36	24 26	217	147	169	147	169
Green.....	4	1	2	4	...	149	64	232	295	41 64	23 33	130	130	188	130	188
Green Lake.....	4	...	...	...	35	77	21	90	110	36 26	22 80	71	71	149	71	149
Iowa.....	3	1	3	5	15	140	32	160	194	42 50	23 64	123	123	134	123	134
Jackson.....	1	...	2	4	1	99	37	129	166	34 53	27 11	82	79	187	79	187
Jefferson.....	3	...	5	5	10	167	54	170	269	45 66	25 56	131	123	178	123	178

Graded Schools, Teachers, Wages, Etc.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1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Graded Schools, Teachers, Wages, Etc.

TABLE No. III. — GRADED SCHOOLS, TEACHERS, WAGES, NUMBER OF SCHOOLS, SUPERINTENDENTS' VISITS — Continued.

COUNTIES.	GRADED SCHOOLS.					TEACHERS.				WAGES.		No. of public schools in the county.		No. of schools visited by the county superintendents during the year.		No. of such visits made by the county superintendents during the year.	
	No. of schools with two departments.	No. of schools with three departments.	No. of schools with four or more departments.	No. of graded schools that have adopted a course of study.	No. of schools with only one department that have adopted a course of study.	No. of teachers required to teach the schools.	No. of male teachers employed during the year.	No. of female teachers employed during the year.	No. of different persons employed during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.	No. of public schools in the county.	No. of schools visited by the county superintendents during the year.	No. of such visits made by the county superintendents during the year.			
Washington	6	1	2	4	3	114	53	78	130	\$47 25	\$26 40	86	98	124			
Waukesha	9	1	4	13	6	152	38	162	202	\$32 71	\$28 13	198	117	219			
Waupaca	8	4	3	6	.....	137	36	144	183	\$36 48	\$26 39	118	116	142		
Waushara	3	1	.....	.....	.....	105	35	140	174	\$27 44	\$23 23	100	98	144
Winnebago	5	1	.....	6	3	109	23	136	159	\$35 84	\$24 72	100	109	233		
Wood	1	1	2	.....	.....	67	17	69	90	\$43 95	\$29 33	57	57	136	
Totals	212	69	117	283	489	6,804	2,300	7,818	10,123	\$43 94	\$28 91	6,119	5,746	8,697			

*School-Houses, Sites, and School Appliances.*TABLE NO. IV.—1888.
SCHOOL-HOUSES, SITES, AND SCHOOL APPLIANCES.

COUNTIES.	No. school-houses built during year.	Whole number of school-houses in the county.	No. of pupils school-houses will accommodate.	No. of school-houses of stone or brick.	No. of school-houses in good condition.	No. of school-houses with out-houses in good condition.	No. of school-houses properly ventilated.	No. of school-houses with separate out-houses for both sexes.	Cost of school-houses built this year.	SITES.		No. of districts having blackboards.	No. having reading charts.	No. having a map of Wisconsin.	No. having a map of the United States.	No. having a globe.	No. having a Webster's Unabridged Dictionary.
										No. of sites containing less than one acre.	No. of sites well enclosed.						
Adams.....	1	68	2,605	...	64	85	64	51	\$375	39	9	18	5	4	6	7	10
Ashland.....	11	27	1,931	1	24	26	26	26	1,266	9	7	18	5	4	6	7	10
Barron.....	10	97	5,163	2	83	84	68	75	3,231	26	84	91	34	47	40	80	85
Bayfield.....	1	10	786	...	9	7	9	7	475	2	3	9	8	7	6	5	7
Brown.....	5	81	6,027	24	76	81	73	75	3,070	48	62	80	25	58	59	27	17
Buffalo.....	...	82	5,815	10	72	61	35	70	...	54	20	82	48	55	16	28	74
Burnett.....	8	22	1,149	...	18	15	...	17	975	1	18	21	15	21	12	21	21
Calumet.....	1	70	4,552	13	62	61	58	68	2,850	48	82	67	40	67	38	23	77
Chippewa.....	9	189	6,529	2	121	125	113	109	6,600	105	98	183	98	115	110	57	106
Clark.....	4	104	8,103	2	98	88	79	88	1,574	33	46	81	37	50	59	47	72
Columbia.....	2	144	8,252	23	123	115	131	118	1,298	97	33	144	25	107	101	44	143
Crawford.....	3	92	4,881	4	73	72	57	67	1,657	63	14	92	40	50	57	36	91
Dane, 1st dist.....	8	127	6,677	37	113	110	127	135	3,400	95	55	126	68	98	103	69	121
Dane, 2nd dist.....	...	123	6,577	87	105	96	92	93	...	37	79	...	...	...	...	...	...

School-Houses, Sites, and School Appliances.

TABLE NO. IV.—SCHOOL-HOUSES, SITES, AND SCHOOL APPLIANCES — Continued.

COUNTIES.	No. of school-houses built during year.	Whole number of school-houses in the county.	No. of pupils school-houses will accommodate.	No. of school-houses of stone or brick.	No. of school-houses in good condition.	No. of school-houses with outhouses in good condition.	No. of school-houses properly ventilated.	No. of school-houses with separate outhouses for both sexes.	Cost of school-houses built this year.	SITES.		No. of districts having blackboards.	No. having reading charts.	No. having a map of Wisconsin.	No. having a map of the United States.	No. having a globe.	No. having a Webster's Unabridged Dictionary.
										No. of sites containing less than one acre.	No. of sites well enclosed.						
Dodge.....	1	190	12,186	55	172	167	119	158	\$10,450	162	81	188	70	129	113	48	186
Doer.....	1	60	3,643	3	52	55	55	48	1,809	23	22	57	39	52	49	31	58
Douglas.....	1	14	488	...	7	9	9	6	1,973	5	2	4	3	8	2	9	16
Dunn.....	4	114	5,330	...	99	94	96	97	1,875	52	44	113	46	67	67	44	94
Eau Claire.....	4	91	6,720	4	85	77	75	77	6,555	40	36	79	29	26	28	11	37
Florence.....	1	7	565	...	7	7	1	6	3,544	2	3	8	6	6	6	5	7
Fond du Lac.....	1	164	8,681	21	141	138	114	152	...	137	70	154	45	121	106	44	37
Forest.....	1	7	260	...	7	7	7	7	444	2	2	6	3	3	3	...	5
Grant.....	6	224	13,524	35	193	178	178	182	6,050	106	100	194	79	92	96	61	137
Green.....	2	130	7,645	26	112	122	111	101	2,569	89	41	130	49	80	85	56	117
Green Lake.....	2	70	3,598	7	63	56	50	55	800	49	26	71	5	41	38	12	59
Iowa.....	...	133	7,197	7	101	92	99	92	...	75	47	122	77	78	85	48	116
Jackson.....	4	83	4,475	3	69	72	54	69	1,710	37	39	...	81	9	42	21	67
Jefferson.....	...	131	7,762	90	116	116	106	115	...	109	58	98	27	52	51	35	67
Juneau.....	3	102	5,245	5	78	80	69	78	1,465	63	17	74	19	42	35	28	61

School-Houses, Sites, and School Appliances.

Kenosha.....	61	2,393	8	49	33	8	58	.....	44	28	61	31	54	54	34	59
Kewaunee.....	53	4,857	10	52	48	89	48	2,000	36	32	53	17	48	46	29	53
La Crosse.....	66	3,670	17	50	55	49	55	1,300	41	26	66	48	53	47	88	57
La Fayette.....	2	7,459	21	118	108	108	98	1,075	73	66	121	50	63	65	52	104
Langlade.....	4	1,889	.....	83	35	88	29	4,764	11	11	25	6	17	22	11	16
Lincoln.....	4	1,308	.....	81	27	81	23	1,000	15	1	24	21	18	17	3	19
Manitowoc.....	3	9,575	28	99	98	87	95	1,900	89	61	108	44	109	90	87	98
Maithon.....	6	6,710	1	120	118	96	114	3,182	61	71	121	34	74	69	80	78
Marquette.....	3	3,069	.....	25	24	25	23	2,300	7	8	19	18	15	13	15	17
Marquette.....	3	3,069	1	56	57	47	43	400	39	10	59	10	34	32	9	49
Marquette.....	5	4,793	32	57	61	53	56	11,994	51	38	66	14	28	25	9	72
Milwaukee.....	4	6,518	7	92	83	80	83	2,820	75	32	97	59	78	45	24	80
Monroe.....	3	2,430	1	47	38	40	35	1,775	17	26	49	30	35	33	20	48
Oconto.....	1	300	.....	4	4	.....	2	2,000	4	1	6	4	6	6	6	6
Outagamie.....	7	6,891	16	105	101	96	98	9,744	88	55	97	44	71	68	24	84
Ozaukee.....	4	4,384	39	57	56	45	53	2,470	55	26	51	15	22	24	9	32
Pepin.....	1	2,201	3	30	34	32	36	3,336	19	8	40	36	31	26	23	31
Pierce.....	2	6,119	7	95	91	60	63	14,506	71	42	63	22	48	48	30	53
Polk.....	7	4,181	3	88	79	74	77	3,055	28	33	84	37	55	63	37	71
Portage.....	2	4,716	6	73	71	37	55	775	62	30	87	35	64	50	16	70
Price.....	6	1,473	.....	33	32	31	29	2,008	4	15	32	27	28	29	26	32
Racine.....	4	3,898	30	70	70	71	70	3,279	65	38	74	26	43	48	24	70
Richland.....	3	6,905	2	104	94	98	105	1,553	98	63	121	63	83	86	75	98
Rock, 1st district.....	.....	4,146	31	69	73	68	71	.....	55	29	82	11	39	41	42	65
Rock, 2d district.....	1	3,940	14	76	67	58	73	950	64	48	86	51	57	51	54	86
St. Croix.....	4	5,034	4	87	95	60	103	8,215	49	40	108	44	82	67	46	72
Sauk.....	3	7,824	15	139	132	134	140	1,905	122	50	158	93	113	124	79	143
Sawyer.....	3	500	.....	10	10	10	10	925	.....	1	4	6	10	4	4	4
Shawano.....	13	4,633	3	75	74	82	71	5,822	1	43	84	13	50	43	8	63
Sheboygan.....	114	7,711	10	99	91	99	94	.....	103	43	112	36	73	90	21	104
Taylor.....	6	1,829	1	44	39	41	43	1,939	7	12	43	7	29	22	13	41
Trempealeau.....	6	5,672	10	84	83	84	83	1,998	46	40	49	30	32	24	11	49
Vernon.....	5	7,826	4	125	106	116	107	2,203	103	28	147	48	94	86	53	138
Walworth.....	121	7,618	81	112	106	104	100	.....	87	47	119	24	57	66	54	104
Washburn.....	.....	640	.....	6	6	6	6	.....	2	59	8	6	6	6	6	9
Washington.....	5	7,039	62	80	91	17	11	3,180	94	4	98	23	76	84	14	96

School-Houses, Sites, and School Appliances.

TABLE NO. IV.—SCHOOL-HOUSES, SITES, AND SCHOOL APPLIANCES.—Continued.

COUNTIES.	No. of school-houses built during the year.	Whole number of school-houses in the county.	No. of pupils school-houses will accommodate.	No. of school-houses of stone or brick.	No. of school-houses in good condition.	No. of school-houses with outhouses in good condition.	No. of school-houses properly ventilated.	No. of school-houses with separate outhouses for both sexes.	Cost of school-houses built this year.	SITES.		No. of districts having blackboards.	No. having reading charts.	No. having a map of Wisconsin.	No. having a map of the United States.	No. having a globe.	No. having a Webster's Unabridged Dictionary.
										No. of sites containing less than one acre.	No. of sites well enclosed.						
Waukesha	4	119	8,687	56	107	96	90	109	\$12,587	93	51	116	46	93	82	53	109
Waupaca	5	116	6,580	6	98	97	93	98	4,895	79	52	80	16	53	37	7	64
Waushara	3	101	4,802	5	91	88	78	82	3,100	61	43	72	10	27	35	9	64
Winnebago	1	101	5,614	15	94	100	87	89	375	86	44	106	88	103	78	61	91
Wood	4	57	3,200	1	50	52	49	45	1,722	26	30	57	45	37	28	34	55
Totals	233	6,060	344,247	906	5,281	5,103	4,506	4,936	\$189,868	3,734	2,455	5,205	2,317	3,582	3,422	1,983	4,615

Districts, Valuation of School Houses, Sites, Etc.

TABLE No. V.—1888.
DISTRICTS, VALUATION OF SCHOOL-HOUSES AND SITES, TEXT-BOOKS.

COUNTIES.	VALUATION.					TEXT-BOOKS.								
	No of regular school districts in the county.	No. of such districts which have reported.	No. of parts of districts in the county.	No. of parts which have reported.	No. of joint districts with school houses or sites in the county.	Highest valuation of school-house and site in county.	Cash value of all school-houses in the county.	Cash value of all the sites.	Cash value of apparatus, etc.	No. of districts which have adopted a list of text-books.	No. which use only text-books adopted.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.
Adams.....	48	46	42	42	19	\$1,800	\$21,145	\$1,199	\$848	37	16	20	4	17
Ashland.....	82	81	20	2	17	25,000	43,200	28,850	2,200	16	18	8	5	8
Barron.....	9	9	9	9	1	12,000	48,407	6,694	5,812	60	24	32	27	25
Bayfield.....	71	71	12	12	5	1,700	10,000	7,300	300	47	41	9	5	2
Brown.....	67	67	51	51	16	10,000	57,205	4,200	2,025	47	41	14	5	11
Buffalo.....	20	19	2	2	1	17,950	47,390	4,468	4,247	66	47	19	1	37
Burnett.....	51	51	35	35	16	8,000	6,800	290	1,380	20	18	19	14	15
Calumet.....	135	135	8	8	5	8,000	49,945	5,305	2,315	36	30	16	1	15
Chippewa.....	78	78	37	37	22	20,000	98,098	11,012	6,205	88	73	76	63	15
Clark.....	110	110	45	45	34	4,000	61,245	8,251	7,272	86	84	76	57	23
Columbia.....	71	71	56	56	22	14,500	96,055	9,936	3,184	59	43	12	6	8
Crawford.....	74	74	113	113	52	2,555	34,121	1,955	3,881	38	27	15	6	8
Dane, 1st district.....	115	115	48	48	16	10,000	82,505	7,176	2,404	46	28	11	3	11
Dane, 2d district.....	115	115	48	48	16	10,000	74,020	7,405	3,221	70	28	34	13	28

Districts, Valuation of School-Houses, Sites, Etc.

TABLE No. V.—DISTRICTS, VALUATION OF SCHOOL-HOUSES AND SITES, TEXT-BOOKS — Continued.

COUNTIES.	VALUATION.					TEXT-BOOKS.								
	No. of regular school districts in the county.	No. of such districts which have reported.	No. of parts of districts in the county.	No. of parts which have reported.	No. of joint districts with school-houses or sites in the county.	Highest valuation of school-house and site in the county.	Cash value of all school-houses in the county.	(Cash value of all the sites.	Cash value of apparatus, etc.	No. of districts which have adopted a list of text-books.	No. of districts which use only text-books adopted.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.
Dodge	135	135	115	115	56	\$13,000	\$105,813	\$15,898	\$6,580	84	74	26	5	20
Door	56	56	8	8	4	3,200	26,301	2,347	3,903	44	42	40	8	31
Douglas	8	6	...	...	...	3,000	11,808	4,105	180	2	2	4	4	...
Dunn	95	95	36	36	17	3,950	49,574	3,215	6,161	70	58	54	35	19
Eau Claire	72	72	23	23	6	4,300	88,100	4,630	4,225	42	39	35	31	10
Florence	8	4	...	...	...	3,389	14,144	557	522	5	5	1	1	1
Fond du Lac	121	121	101	101	46	7,500	81,337	9,340	3,817	49	31	7	3	5
Forest	9	9	...	...	...	1,800	5,500	435	175	5	5	5	3	2
Grant	157	156	118	118	54	18,000	197,174	13,955	6,514	92	67	37	4	34
Green	98	98	67	67	32	14,000	95,198	6,885	3,077	56	46	8	2	5
Green Lake	46	46	48	48	22	3,600	34,090	2,575	1,466	24	20	4	2	2
Iowa	98	98	51	51	24	6,000	83,131	6,523	5,187	61	41	21	2	20
Jackson	58	58	49	49	25	4,000	41,146	3,613	2,651	62	55	52	10	45
Jefferson	84	84	98	98	42	35,000	141,480	11,036	4,555	55	41	11	7	6
Juneau	75	75	46	45	24	18,000	60,095	4,865	2,712	37	27	11	5	6

Districts, Valuation of School-Houses, Sites, Etc.

	48	45	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	35,525	4,835	2,054	10	5	4	1	10	4
Kenosha.....	48	45	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	35,525	4,835	2,054	10	5	4	1	10	4
Kewaunee.....	45	45	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	37,720	8,985	1,090	19	18	6	6	10	5
La Crosse.....	49	49	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	37,720	8,985	1,090	19	18	6	6	10	5
La Fayette.....	90	49	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	40,200	11,796	6,290	59	57	47	6	13	42
Langlade.....	53	53	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	99,911	11,796	6,290	53	40	15	8	13	42
Lincoln.....	27	53	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	14,250	1,208	2,308	6	6	8	2	2	2
Manitowoc.....	91	27	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	13,200	8,855	3,035	23	...	24	...	39	...
Marathon.....	116	91	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	130,825	9,240	6,081	67	55	39	...	39	...
Marquette.....	43	56	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	17,028	5,715	5,427	82	79	85	81	5	8
Milwaukee.....	56	56	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	27,101	1,850	1,000	13	13	11	6	5	8
Monroe.....	97	97	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	68,635	16,305	2,541	42	30	5	8	2	2
Oconto.....	46	46	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	42,698	2,513	3,080	13	13	11	6	5	8
Oneida.....	6	6	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	33,292	2,311	3,670	31	24	19	11	8	8
Outagamie.....	91	90	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	7,500	1,020	500	6	6	6	6	...	...
Ozaukee.....	47	47	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	48,546	8,771	5,498	65	57	43	8	40	...
Pepin.....	31	31	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	49,134	6,310	4,061	29	25	18	...	18	...
Pierce.....	87	87	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	27,748	2,655	1,959	25	24	15	6	9	...
Polk.....	84	84	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	79,565	4,720	4,547	79	52	58	13	48	...
Portage.....	69	69	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	47,136	3,236	6,304	79	71	69	33	30	...
Price.....	33	33	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	32,520	3,669	2,702	26	25	30	30	...	...
Racine.....	54	54	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	18,650	2,175	4,168	45	40	5	...	5	...
Richland.....	101	101	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	60,259	7,085	2,940	45	40	5	...	5	...
Rock, 1st district.....	58	58	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	78,168	8,960	4,307	52	40	8	1	7	...
Rock, 2d district.....	56	56	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	64,480	4,740	1,001	26	20	8	2	5	...
St. Croix.....	87	87	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	56,695	6,915	1,794	38	33	14	7	16	...
Sauk.....	119	119	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	65,388	5,922	4,810	60	42	27	9	18	...
Sawyer.....	4	4	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	75,141	7,697	3,756	79	64	45	7	40	...
Shawano.....	74	74	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	...	1,450	2,500	4	...	...	4	...	...
Sheboygan.....	88	88	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	25,897	8,674	2,318	56	52	52	27	18	...
Taylor.....	40	40	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	66,944	5,948	4,362	37	28	19	...	20	...
Trempealeau.....	69	69	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	21,442	1,981	1,400	31	30	26	21	5	...
Vernon.....	111	111	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	62,360	8,571	4,891	64	49	34	18	21	...
Walworth.....	86	86	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	77,352	4,134	4,679	87	74	50	9	42	...
Washington.....	18	18	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	152,075	16,775	3,852	31	24	10	2	6	...
Washington.....	65	65	49	90	53	27	91	116	19	43	42	40	63	6	6	90	88	87	19	8,000	78,434	7,005	6,387	53	43	81	7	19	...

Districts, Valuation of School-Houses, Sites, Etc.

TABLE No. V.—DISTRICTS, VALUATION OF SCHOOL-HOUSES AND SITES, TEXT-BOOKS — Continued.

COUNTIES.	VALUATION.					TEXT-BOOKS.								
	No. of regular school districts in the county.	No. of such districts which have reported.	No. of parts of districts in the county.	No. of parts which have reported.	No. of joint districts with school-houses or sites in the county.	Highest valuation of school-house and site in the county.	Cash value of all school-houses in the county.	Cash value of all the sites.	Cash value of apparatus, etc.	No. of districts which have adopted a list of text-books.	No. of districts which use only text-books adopted.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.
Waukesha	79	79	104	104	38	\$43,000	\$157,050	\$31,141	\$5,595	67	45	19	4	20
Waupaca	93	93	53	53	23	4,895	5,450	4,520	3,841	52	42	42	13	28
Waushara	57	57	99	99	45	2,500	41,000	3,090	1,695	51	34	16	12	5
Winnebago	68	68	83	83	36	3,000	53,929	5,654	2,541	51	30	10	3	16
Wood	48	48	16	16	9	6,500	29,579	4,445	4,625	28	28	27	18	11
Totals	4,644	4,633	2,872	2,840	1,340	624,636	\$3,870,905	\$428,920	\$237,525	3,073	2,471	1,705	716	1023

*Libraries, Town Schools, and High Schools.*TABLE NO. VI.—1888.
LIBRARIES, TOWN SCHOOLS, AND HIGH SCHOOLS.

COUNTIES.	LIBRARIES.						TOWN SCHOOLS.			HIGH SCHOOLS.				
	No. of districts in the county having libraries.	No. of volumes added during the year.	Amount expended for the libraries during the year.	No. of volumes now in the libraries.	Cash value of all the libraries.	No. of town libraries in the county.	No. of towns which have adopted the township system.	No. of towns which have voted on the question.	No. of towns which have a free high school.	No. of towns which have voted on the question.	No. of high schools in the county, inc. those of the ind. cities.			
Adams.....	1	200	\$150	35	\$40	2					1			
Ashland.....		168	84	396	350						1			
Barron.....	4	1		237	237	1	1				1			
Bayfield.....	1	111			73	2	1				2			
Brown.....	3	47	76	679	755						4			
Buffalo.....	4	398	58	586	660						1			
Burnett.....	17	596	225	1,628	640									
Calumet.....	5	26	13	496	434									
Chippewa.....											2			
Clark.....											3			
Columbia.....	13	119	88	443	427	1					3			
Crawford.....	2			137	105						4			
Dane, 1st dist.....	5	182	112	384	422				1		1			
Dane, 2d dist.....		43	32	469	143						4			
Dodge.....	26	265	115	1,898	1,539	1					5			
Door.....							1				1			
Douglas.....														
Dunn.....	17	150	96	931	327									

Libraries, Town Schools, and High Schools.

TABLE No. VI.—LIBRARIES, TOWN SCHOOLS, AND HIGH SCHOOLS—Continued.

COUNTIES.	LIBRARIES.						TOWN SCHOOLS.			HIGH SCHOOLS.			
	No. of districts in the county having li-braries.	No of volumes added during the year.	Amount expended for the libraries during the year.	No. of volumes now in the libraries.	Cash value of all the libraries.	No. of town libraries in the county.	No. of towns which have adopted the township system.	No. of towns which have voted on the question.	No. of towns which have a free high school.	No. of towns which have voted on the question.	No. of high schools in the county inc. those in the ind. cities.		
Eau Claire	6	36	\$169	904	\$1,062	9	1	1	..	..	2
Florence	..	..	..	..	..	..	..	..	..	..	1
Fond du Lac	6	..	9	322	389	..	..	..	..	1	4
Forest	..	..	..	..	..	..	..	..	..	..	..
Grant	14	289	240	1,458	1,410	4	3	3	1	..	10		
Green	1	120	130	1,208	1,070	1	..	..	..	..	2
Green Lake	6	26	58	113	98	..	..	..	..	..	1
Iowa	4	55	108	721	1,141	..	..	..	..	..	4
Jackson	7	202	57	646	221	..	..	..	..	..	2
Jefferson	19	401	170	1,016	1,065	1	..	..	..	..	1
Juneau	16	125	94	753	749	1	..	..	..	..	2
Kenosha	6	2	17	279	150	1	..	..	..	..	5
Kewaunee	2	..	..	84	100	2	..	..	..	..	5
La Crosse	..	..	..	..	..	1	..	..	..	..	1
La Fayette	19	382	271	1,570	1,279	1	..	..	..	..	3
Langlade	..	..	..	..	..	..	..	..	..	..	2
Lincoln	..	..	..	..	..	..	3	..	..	..	3
Manitowoc	9	598	612	1,988	1,159	1	4	1	..	..	1

Libraries, Town Schools, and High Schools.

	7	159	357	798	558	48	27	19	5	9	149
Marathon.....								1			3
Marquette.....	4	79	45	79	48	1					2
Marquette.....				347	811						2
Milwaukee.....	6			607	277	1					2
Monroe.....		302	811				2				1
Oconto.....											
Oneida.....	2	22	172	22	172						
Outagamie.....	11	125	273	257	805						2
Ozaukee.....	2	10		670	617						1
Pepin.....	2			334	225	1				1	2
Pierce.....	5	128	108	656	1,684						2
Polk.....	2	36	55	36	55	1	4				
Portage.....											1
Price.....	1	16	61	16	61						
Racine.....	25	8	69	1,544	761						2
Richland.....		3		46	178	2				3	2
Rock, 1st district.....	5	148	303	1,183	713						2
Rock, 2d district.....	1		10	232	212	2					2
St. Croix.....	7	36	97	375	360						2
Sauk.....	21	279	84	461	721	1					5
Sawyer.....							1				
Shawano.....					20						1
Sheboygan.....	10	115	480	1,539	696						4
Taylor.....	5	99	78	99	78	1					
Trempealeau.....	1	8	27	381	388	2					1
Vernon.....	4	87	67	155	386						2
Walworth.....	12	286	224	1,146	978	2					7
Washburn.....											
Washington.....	25	256	203	405	316	4					2
Waukesha.....	6	28	14	507	354						1
Waupaca.....		22	8	22	8				3		6
Waushara.....	1		4	1	4						
Winnebago.....	4	29	22	202	158	1					4
Wood.....	6	44	29	201	94	1					2
Totals.....	388	6,897	\$5,466	31,702	\$27,730	48	27	19	5	9	149

Private Schools Not Incorporated.

TABLE No. VII.—1888.
PRIVATE SCHOOLS NOT INCORPORATED.

COUNTIES.	NUMBER, TEACHERS, AND ATTENDANCE.								RECEIPTS.				EXPENDITURES.			
	No. of such schools in the county.	No. of male teachers engaged in such schools.	No. of female teachers engaged in such schools.	Average No. of days such schools have been taught.	No. of pupils registered in them that have not attended in public school.	Average number in daily attendance.	No. between 7 and 15 years in attendance upon such schools.	Total.	From tuition.	From donations.	From all other sources.	Total.	For teachers' wages.	For building and repairs.	For all other purposes.	Total.
Adams.....	4	1	5	340	174	19	57	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ashland.....	1	.....	8	220	40	31	75	.....	.....	.....	.....	.....	.....	.....	.....	.....
Barron.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bayfield.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brown.....	8	3	8	400	510	215	365	\$700	.....	.....	\$107	\$807	\$525	\$1,200	\$350	2,075
Buffalo.....	2	2	.....	73	17	48	53	69	.....	.....	2	71	67	2	2	71
Burnett.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Calumet.....	8	3	11	1,444	477	180	330	782	10	769	1,552	1,552	1,600	295	182	2,077
Chippewa.....	2	1	11	180	802	.....	604	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clark.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Columbia.....	3	2	1	169	.....	55	106	130	500	.....	.....	630	130	500	.....	630
Crawford.....	4	.....	.....	47	3	21	21	173	.....	.....	.....	173	173	.....	.....	173

Private Schools Not Incorporated.

Dane, 1st..	5	6	8	370	90	150	182	410	60	188	658	550	...	81	681
Dane, 2nd..	8	7	4	1,127	186	155	390	395	...	145	540	188	85	289	507
Dodge	80	24	8	171	941	67	1,180	1,845	8,982	775	6,602	5,880	864	588	7,282
Door.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Douglas...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dunn .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eau Claire.	9	8	8	516	375	20	.....	.....	529	1,900	2,429	.....	695	556	1,251
Florence ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
F'd du Lac.	12	5	16	1,225	793	502	913	3,827	200	40	4,067	3,877	25	120	4,022
Forest.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grant.....	7	5	3	800	198	98	217	.....	.....	.....	.....	.....	.....	.....	.....
Green.....	3	1	1	170	5	20	15	.....	60	27	87	65	.....	22	87
Green Lake	2	2	1	120	45	45	42	30	.....	10	75	40	.....	40	75
Iowa.....	3	4	5	433	91	20	50	75	.....	.....	.....	75	.....	.....	.....
Jackson ..	5	5	3	30	15	20	65	.....	98	20	118	118	.....	.....	118
Jefferson ..	12	8	7	860	463	276	321	3,200	300	200	3,700	2,530	550	907	3,967
Juneau.....	4	8	1	265	94	80	78	25	390	5	420	315	.....	105	420
Kenosha ..	2	...	4	360	105	65	85	550	50	100	700	300	.....	100	400
Kewaunee..	4	2	4	548	305	218	180	600	200	505	1,395	1,240	50	105	1,395
La Crosse..	5	5	1	1,047	45	48	58	614	.....	90	704	604	5	95	704
La Fayette	1	...	2	180	130	93	100	.....	500	.....	500	450	.....	50	500
Langlade..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lincoln ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Manitowoc	23	13	26	1,680	831	223	319	6,078	1,748	219	8,045	6,851	186	1,007	8,044
Marathon ..	6	5	1	108	154	117	245	295	30	.....	325	320	5	.....	325
Marquette.	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Marquette..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Milwaukee	13	7	15	780	357	305	494	1,030	250	1,981	3,161	2,840	.....	250	3,090
Monroe....	4	3	2	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oconto ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oneida ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Outagamie	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ozaukee ..	9	5	8	211	434	166	336	915	1,250	50	2,215	2,140	225	410	2,775
Pepin.....	1	...	2	200	80	65	65	225	775	.....	1,000	400	600	.....	1,000
Pierce	4	6	2	306	105	207	5	557	.....	.....	557	400	53	220	673
Polk	2	3	...	49	.....	30	25	21	.....	.....	21	20	.....	1	21

Private Schools Not Incorporated.

TABLE NO. VII. — PRIVATE SCHOOLS NOT INCORPORATED — Continued.

COUNTIES.	NUMBER, TEACHERS, AND ATTENDANCE.									RECEIPTS.				EXPENDITURES.			
	No. of such schools in the county.	No. of male teachers engaged in such schools.	No. of female teachers engaged in such schools.	Average No. of days such schools have been taught.	No. of pupils registered in them that have not attended public school.	Average number in daily attendance.	No. between 7 and 15 years in attendance on such schools.			From tuition.	From donations.	From all other sources.	Total.	For teachers' wages.	For building and repairs.	For all other purposes.	Total.
Portage .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$1,000	\$313	.....	.....	\$1,213	\$100	.....	\$1,313
Price	9	6	10	680	383	119	255	.....	.....	90	.....	.....	90	.....	.....	.....	90
Racine .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Richland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rock, 1st	2	2	.....	60	19	17	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rock, 2d .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Croix .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sauk	3	2	2	380	152	32	87	.....	.....	.....	356	175	531	450	6	75	531
Sawyer	1	.....	1	60	.....	5	5	.....	.....	.....	.....	100	100	90	10	10	100
Shawano	3	4	.....	380	.....	.....	65	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sheboygan	16	14	31	310	433	161	522	.....	.....	1,497	788	260	2,545	1,732	85	189	2,006
Taylor .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Trempealeau .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vernon	23	17	1	641	36	33	295	.....	.....	.....	929	.....	929	4	.....	.....	959

Private Schools Not Incorporated.

	3	2	5	5	300	65	20	32	1,110	.....	.....	12,791	1,110	1,060	.....	186	.....	3,680	60	1,110
Walworth..	22	12	20	2,109	784	224	224	541	266	.....	470	12,791	12,791	8,558	.....	186	.....	3,680	60	1,110
Wash'g't'n	9	9	14	1,040	473	24	24	227	2,064	.....	100	2,316	2,316	2,180	.....	50	.....	118	.....	7,424
Waukesha..	10	5	1	418	131	23	23	94	.....	435	.....	2,784	2,784	1,944	.....	50	.....	195	.....	2,248
Waupaca..	1	1	.....	30	.....	28	28	.....	.....	.....	.....	1,578	1,578	1,230	.....	50	.....	207	.....	2,189
Wausabara	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,496
Winnebago	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wood.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals...	321	219	216	21839	10,339	4,395	9,079	9,079	\$28,573	\$14,323	\$23,778	\$66,674	\$66,674	\$46,073	\$5,817	\$9,949	\$9,949	\$9,949	\$9,949	\$61,839

*Financial Statistics—Expenditures.*TABLE NO. VIII. — 1888.
FINANCIAL STATISTICS.

COUNTIES.	EXPENDITURES.							
	For building and repairing.	For apparatus and library.	For male teachers, of services of	For female teachers, of services of	For old indebtedness.	For school furniture registers, records, etc.	For all other purposes.	Total amount paid out during year.
Adams.....	\$37 87	\$56 84	\$1,562 75	\$7,370 40	\$12 03	\$415 85	\$1,107 85	\$11,363 09
Ashland.....	21,873 89	576 07	8,365 04	8,695 94	242 00	1,362 56	3,066 50	39,182 60
Barron.....	4,973 93	1,247 10	9,116 22	16,631 28	1,260 87	1,308 84	4,918 05	39,456 29
Bayfield.....	2,999 05	216 69	2,108 00	4,344 86	.....	2,182 2	3,525 35	15,376 18
Brown.....	3,219 37	765 90	8,510 10	14,712 30	578 25	1,444 56	4,777 68	34,008 58
Buffalo.....	8,577 57	460 41	10,349 40	10,837 50	700 30	1,904 91	5,358 90	38,188 99
Burnett.....	889 52	374 04	90 00	3,968 25	30 00	65 00	950 28	6,367 09
Calumet.....	4,117 83	513 00	7,446 50	11,667 50	1,209 98	718 95	2,765 01	28,438 77
Chippewa.....	10,890 45	1,226 48	8,831 08	30,867 90	1,453 83	1,589 85	7,528 03	62,387 62
Clark.....	4,243 05	1,457 21	7,763 00	22,238 18	3,221 04	1,370 35	7,064 51	47,357 84
Columbia.....	4,668 51	470 15	11,893 63	23,155 90	700 51	1,104 73	5,962 48	47,955 91
Crawford.....	3,102 67	244 82	4,686 00	10,656 55	873 92	376 17	1,846 20	21,786 33
Dane, 1st district.....	9,304 55	231 32	8,531 75	24,625 55	2,953 28	601 51	6,752 38	53,000 34
Dane, 2d district.....	2,155 92	723 65	8,742 00	18,467 23	1,701 33	884 90	4,451 61	37,126 64
Dodge.....	8,354 18	668 15	17,293 90	27,931 67	3,688 11	1,586 56	12,138 09	71,660 66
Door.....	2,612 76	402 55	7,485 00	8,593 90	895 01	1,240 83	3,210 30	24,440 35
Douglas.....	6,816 40	116 90	2,600 00	6,690 00	17 00	985 98	4,279 68	30,945 36
Dunn.....	4,052 05	825 57	7,119 35	18,525 62	673 94	948 29	3,691 26	35,836 08
Eau Claire.....	12,795 06	1,332 76	11,163 62	17,968 44	2,427 68	2,501 60	10,853 71	58,482 87

Financial Statistics—Expenditures.

Florence.....	3,608 30	106 10	850 00	5,875 00	52 75	308 48	1,118 13	7,063 76
Fond du Lac.....	4,027 36	480 05	9,903 70	28,276 06	525 96	1,062 18	5,872 27	51,068 48
Forest.....	1,852 67	125 76	.....	1,809 59	.....	2,002 71	878 96	4,844 39
Grout.....	9,256 49	440 41	19,710 60	39,425 77	5,342 32	408 71	9,776 08	86,014 96
Green.....	3,696 03	310 29	8,604 43	28,373 24	1,704 60	496 92	5,298 77	43,895 07
Green Lake.....	1,514 71	225 11	3,556 00	11,038 63	287 48	277 43	2,262 64	19,391 49
Iowa.....	1,820 90	116 19	3,885 50	20,043 65	4,268 56	377 43	5,265 21	40,177 44
Jackson.....	4,238 71	710 71	7,621 74	16,403 81	712 45	1,269 96	3,918 94	34,956 32
Jefferson.....	4,935 23	800 94	12,954 00	25,536 32	1,667 00	1,088 06	10,571 01	57,552 65
Jenau.....	2,217 25	144 22	6,494 50	17,934 65	1,343 55	781 12	8,471 73	37,387 02
Kenosha.....	664 20	393 54	6,520 00	9,207 05	323 07	249 10	2,089 50	19,446 46
Kewaunee.....	2,610 61	234 53	9,406 20	8,405 53	826 06	1,034 56	3,653 41	20,261 87
La Crosse.....	1,652 39	233 38	8,535 50	9,003 00	1,262 92	447 58	3,078 18	21,212 95
La Fayette.....	2,096 10	353 53	13,000 91	21,182 95	1,297 43	822 72	6,496 03	45,849 67
Langlade.....	2,633 61	98 15	1,870 00	8,052 45	1,050 30	273 29	1,617 76	15,595 56
Linc..	3,133 98	153 35	955 00	5,530 00	.....	2,166 81	2,865 45	14,304 59
Manitowoc.....	6,254 08	1,079 22	24,417 50	23,959 95	1,477 25	1,399 90	8,176 46	66,764 36
Marathon.....	5,167 87	655 14	13,349 40	18,507 05	2,037 48	1,380 27	5,571 37	46,608 58
Marquette.....	3,019 55	169 82	2,007 00	7,093 00	159 76	964 18	1,910 04	15,353 35
Marquette.....	7,155 06	69 23	3,544 00	7,115 33	273 40	580 98	1,126 01	19,864 01
Milwaukee.....	7,630 25	250 58	14,084 71	16,204 50	1,911 85	1,504 25	6,862 00	48,538 14
Monroe.....	4,010 82	1,607 44	8,755 25	23,162 92	2,143 41	1,194 02	5,262 84	46,136 70
Oconto.....	1,866 43	376 43	3,285 50	9,815 30	912 09	708 86	3,476 10	20,530 71
Oneida.....	1,628 86	382 40	800 00	2,780 00	862 00	150 00	3,360 00	9,963 26
Outagamie.....	6,133 35	713 63	5,691 74	21,644 51	2,639 75	1,662 07	4,236 84	42,721 89
Ozaukee.....	5,300 42	376 63	13,892 35	7,909 65	714 10	1,002 91	6,492 96	35,748 02
Pepin.....	3,947 90	560 62	4,204 50	7,272 00	108 38	565 29	1,977 87	18,709 02
Pierce.....	12,625 45	1,143 57	11,341 19	17,763 42	8,541 51	772 39	7,084 49	54,344 92
Polk.....	4,759 69	910 37	5,610 00	15,571 35	731 44	865 29	4,882 64	33,257 88
Portage.....	2,737 15	443 34	3,876 00	13,726 89	680 89	1,489 43	2,375 82	25,329 02
Price.....	3,990 90	181 47	3,981 50	6,818 90	452 12	1,740 92	4,650 71	21,816 52
Racine.....	4,795 57	296 33	4,655 00	15,354 75	1,037 23	1,193 67	3,689 16	31,031 71
Richland.....	3,141 79	268 12	8,423 48	18,494 00	2,942 27	764 34	5,415 63	39,449 63
Rock, 1st district.....	2,216 74	433 48	5,187 25	16,310 97	1,263 82	459 13	4,327 31	32,198 70
Rock, 2d district.....	1,519 30	180 42	4,076 00	10,591 60	62 18	236 56	3,930 43	26,506 49
St. Croix.....	5,796 90	635 98	9,366 61	21,190 35	1,408 92	1,246 46	5,939 26	45,581 42

Financial Statistics—Expenditures.

TABLE No. VIII.—FINANCIAL STATISTICS — Continued.

COUNTIES.	EXPENDITURES.							
	For building and repairing.	For apparatus and library.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For school furniture, registers, records, etc.	For all other purposes.	Total amount paid out during year.
Sauk	\$4,364 59	\$525 44	\$9,849 15	\$26,707 05	\$1,109 74	\$921 32	\$5,675 84	\$49,153 13
Sawyer.....	1,193 60	78 42	915 00	2,489 00	1,150 00	389 63	413 34	6,628 99
Shawano	6,729 73	438 87	2,497 00	13,784 50	478 80	1,627 36	4,111 22	29,667 48
Sheboygan.....	3,293 26	533 21	13,110 50	19,381 44	791 61	1,325 22	5,652 26	44,107 50
Taylor	2,390 36	372 73	3,253 38	7,613 97	846 04	488 28	3,664 63	18,629 39
Trempealeau.....	3,111 45	498 44	8,988 00	15,831 30	697 27	2,065 11	4,032 59	34,254 16
Vernon.....	4,134 37	570 06	10,362 55	20,304 41	2,325 07	1,560 61	5,028 11	44,385 18
Walworth.....	30,486 93	479 37	13,298 95	35,298 10	2,625 83	2,462 38	8,892 66	93,544 22
Washington.....	186 93	444 20	955 00	2,603 75	1,604 25	286 95	1,345 46	7,426 54
Waukesha	4,846 17	623 40	17,031 72	13,132 45	864 48	1,299 15	4,900 38	42,697 84
Waupaca	18,662 21	697 80	11,277 75	31,335 44	2,814 02	1,541 27	14,253 98	80,582 47
Waushara.....	4,204 35	530 05	7,056 35	19,177 15	1,298 61	1,900 94	4,232 58	38,420 03
Winnebago.....	1,496 25	219 46	3,831 75	13,132 10	2,171 97	197 20	3,803 55	24,852 28
Wood	3,143 50	202 70	4,885 28	17,339 21	251 45	717 88	4,332 87	30,871 98
.....	3,324 59	654 11	4,747 00	12,220 41	797 03	998 91	4,856 18	27,593 23
Totals.....	\$250,898 63	\$34,469 34	\$519,364 38	\$1,073,041 80	\$88,703 08	\$74,333 25	\$331,945,66	\$2,472,756 14

*Teachers' Certificates, and Normal School Teachers.*TABLE No. IX.—1888.
TEACHERS' CERTIFICATES AND NORMAL SCHOOL TEACHERS.

COUNTIES.	NUMBER CERTIFICATES ISSUED.										NUMBER CERTIFICATES REFUSED.										STATE CERTIFICATES.					No. of teachers holding state certificates.	No. of other teachers who have attended Normal Schools.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
	Male.					Female.					Male.					Female.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
	1st grade.		2d grade.		3d grade.		1st grade.		2d grade.		3d grade.		1st grade.		2d grade.		3d grade.		1st grade.		2d grade.		3d grade.		Total.			Graduates of Colleges and Universities.	Graduates of State Normal Schools.	Certificates of State Normal Schools.	Milwaukee High School Nor. Dept.	No. of teachers holding certificates or diplomas of Normal Schools.	No. of other teachers who have attended Normal Schools.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	1st grade.	2d grade.	1st grade.	2d grade.	3d grade.	1st grade.	2d grade.	3d grade.	1st grade.	2d grade.	3d grade.	1st grade.	2d grade.	3d grade.	1st grade.	2d grade.	3d grade.	1st grade.	2d grade.	3d grade.	1st grade.	2d grade.	3d grade.	Total.										Graduates of Colleges and Universities.	Graduates of State Normal Schools.	Certificates of State Normal Schools.	Milwaukee High School Nor. Dept.	No. of teachers holding certificates or diplomas of Normal Schools.	No. of other teachers who have attended Normal Schools.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
Adams.....	6	10	9	68	93	

Teachers' Certificates, and Normal School Teachers.

TABLE NO. IX.—TEACHERS' CERTIFICATES, AND NORMAL SCHOOL TEACHERS — Continued.

COUNTIES.	No. of teachers holding state certificates.	NUMBER CERTIFICATES ISSUED.						No. CERTIFICATES REFUSED.						STATE CERTIFICATES						No. of teachers holding diplomas or certificates of Normal Schools.	No. of other teachers who have attended Normal Schools.			
		Male.			Female.			Total.	Male.			Female.			Total.	Graduates of Colleges & Universities.	Graduates of State Normal Schools.	Certificates of State Normal Schools.	Milwaukee High School Nor. Dept.					
		1st grade.		2d grade.	3d grade.	1st grade.			2d grade.	3d grade.	1st grade.		2d grade.	3d grade.										
		1st grade.	2d grade.	3d grade.	1st grade.	2d grade.	3d grade.		1st grade.	2d grade.	3d grade.	1st grade.	2d grade.	3d grade.										
Dunn.....	1	4	3	39	1	5	107	159	..	..	..	..	..	..	..	..	..	..	..	..	..	..	14	..
Eau Claire.....	11	3	1	16	5	10	117	152	..	..	..	..	..	..	..	..	..	..	..	..	..	..	187	4
Florence.....	1	..	..	2	1	..	12	15	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Fond du Lac.....	6	..	2	61	..	10	156	229	..	60	..	..	..	..	84	144	..	..	..	..	..	..	..	..
Forest.....	..	..	..	..	..	..	7	9	..	1	..	..	..	..	2	3	..	..	..	..	..	..	..	1
Grant.....	24	14	19	53	14	34	208	342	6	8	78	3	7	262	364	..	26	..	..	..	..	..	..	84
Green.....	..	1	5	40	6	20	128	200	..	23	4	6	47	60	..	..	..	..	..	..	..	..	..	..
Green Lake.....	1	7	3	8	..	2	69	89	1	9	..	2	28	40	..	..	..	..	..	..	..	..	..	12
Iowa.....	6	7	2	26	11	9	115	170	..	13	..	..	..	75	88	..	5	..	..	..	..	..	..	27
Jackson.....	3	1	1	29	..	4	109	144	1	6	..	6	..	24	37	..	..	..	..	..	..	..	..	9
Jefferson.....	7	3	3	36	1	8	89	137	..	11	..	..	..	60	71	..	6	..	..	..	..	..	..	20
Juneau.....	..	5	4	18	4	11	134	176	..	15	..	..	..	121	136	..	7	..	..	..	..	..	..	7
Kenosha.....	..	5	5	34	..	4	59	102	3	7	..	2	..	20	32	..	2	..	..	..	..	..	..	45
Kewaunee.....	2	..	5	37	..	4	38	84	..	15	..	..	..	12	27	..	3	..	..	..	..	..	..	11
La Crosse.....	1	7	9	21	..	3	42	82	..	5	..	..	..	20	25	..	2	..	..	..	..	..	..	4
LaFayette.....	..	16	10	35	14	22	96	193	..	20	..	..	..	30	50	..	6	..	..	..	..	..	..	40
Langlade.....	..	4	1	3	1	5	31	45	..	9	..	..	..	23	32	..	..	..	..	..	..	..	..	3
Lincoln.....	..	..	2	2	..	3	27	34	..	5	..	..	..	25	30	..	..	..	..	..	..	..	..	28
Manitowoc.....	6	2	6	51	4	5	79	147	3	4	20	3	5	30	64	..	..	..	..	..	..	..	..	20
Marathon.....	1	..	4	49	..	3	115	171	..	7	..	..	..	85	92	..	..	..	..	..	..	..	..	..

Teachers' Certificates, and Normal School Teachers.

Marquette.....	1	...	6	3	31	40	...	4	...	12	16	...	1	...	...	9
Marquette.....	...	2	10	8	87	107	...	...	...	5	5	...	1	...	...	4
Milwaukee.....	8	4	1	19	1	41	67	...	3	1	20	24	...	2	...	233
Monroe.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oconto.....	...	1	1	1	2	16	20	...	13	...	37	50	...	1	...	10
Oncida.....	1	...	...	...	...	8	8	...	...	...	5	5	...	...	...	5
Outagamie.....	...	1	2	16	6	98	123	2	15	...	251	268	...	3	...	16
Ozaukee.....	5	2	5	24	1	32	64	...	1	6	8	15	...	3	...	16
Pepin.....	3	1	5	12	2	10	41	71	...	...	...	...	...	2	...	12
Pierce.....	2	6	12	28	2	18	91	157	...	52	...	68	...	...	...	...
Polk.....	...	2	4	20	...	8	124	167	...	4	24	32	...	...	...	50
Portage.....	1	3	4	14	1	8	73	103	1	2	7	28	41	...	...	25
Priest.....	1	...	2	4	1	2	29	38	...	1	...	...	...	1	...	5
Racine.....	3	1	10	10	7	20	71	119	2	4	9	1	...	4	...	20
Richland.....	...	4	7	31	...	8	130	180	4	8	20	2	6	2	...	5
Rock, 1st district.....	3	3	5	20	12	13	118	171	...	2	6	3	...	3	...	14
Rock, 2d district.....	4	1	1	22	3	8	111	146	4	8	20	2	15	...	...	35
St. Croix.....	3	5	9	25	2	22	126	189	...	18	...	96	114	...	...	61
Sauk.....	3	5	16	39	1	20	198	279	3	4	20	4	12	...	...	18
Sawyer.....	...	...	2	...	...	9	11	...	...	...	1	...	...	1	...	4
Shawano.....	...	4	8	1	3	96	112	...	4	...	40	44	...	...	...	8
Sheboygan.....	6	1	5	48	1	4	109	168	1	1	14	1	...	3	...	20
Taylor.....	1	1	3	12	...	2	51	69	...	3	...	...	...	...	...	3
Trempealeau.....	4	5	3	18	3	6	74	109	2	3	10	4	...	1	...	15
Vernon.....	6	4	12	32	4	30	101	183	...	29	...	67	96	...	...	4
Walworth.....	2	4	4	39	2	16	164	229	...	15	...	40	55	...	...	56
Washington.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Washington.....	3	5	5	33	1	4	70	118	...	25	3	1	47	...	...	22
Waukecha.....	12	4	5	23	8	24	126	190	...	24	2	7	53	...	...	70
Waupaca.....	1	2	7	26	1	8	153	197	...	4	5	2	47	...	...	20
Wausara.....	...	1	4	39	1	7	113	165	...	...	...	48	66	...	...	...
Winnebago.....	6	1	3	18	2	6	128	158	1	3	22	1	1	...	...	58
Wood.....	...	...	4	11	1	7	62	85	...	5	...	15	25	...	...	5
Totals.....	182	178,308	1,605	171,611	5,953	8,826	32,769	948,851	132,329	4,532	...	...	171	...	...	1,334

*Text-Books.*TABLE No. X. — 1888.
TEXT-BOOKS.

COUNTIES.	SPELLING.										READING.													
	Harvey.	Willson.	McGuffey.	National.	Sanders.	Sanders' Union.	Swinton.	Harper.	Webb.	Webster.	Other authors.	New American.	Appleton.	American Educational.	Harper.	Willson.	Harvey.	Independent.	McGuffey.	National.	Swinton.	Sanders' Union.	Other authors.	
Adams	8				3	13	24			4	5		15	2	1						6	13	19	
Ashland					1		1				2		1						1		1	1		
Barron		18	6	1			46	4			10		15		18	5			4	8	36			
Bayfield	1						3				1		3								4			
Brown	5		14			6	5				25		4	9					20			4	21	
Buffalo				32			12			3	11		52	4	5					10			2	
Burnett		3			2						9		10		3									
Calumet	23			4	1		26				1		5	19						5				
Chippewa				4			102	1			21		1	90	9					8	32			
Clark		4					41				36		51	10	11									
Columbia	23	19			42	33	10				10		10	29	27						8	12	34	
Crawford					40		24				11		13											
Dane, 1st dist.				8	42		68			4	8		79	12			1		3				51	
Dane, 2d dist	36		7	5	37		17						24	12			16	3	8	8	29		14	
Dodge	43	8			93	14	13	8			14		88	11	11		40		3	5	6		28	
Door			3	1		23	18	6	2		3		17	3	5		1			1	9	6	7	

Text-Books.

[illegible]

Text-Books.

TABLE NO. X.—TEXT-BOOKS—Continued.

COUNTIES.	SPELLING.											READING.											
	Harvey.	Willson.	McGuffey.	National.	Sanders.	Sanders' Union.	Swinson.	Harper.	Webb.	Webster.	Other authors.	New American.	Appleton.	American Educational.	Harper.	Willson.	Harvey.	Independent.	McGuffey.	National.	Swinson.	Sanders' Union.	Other authors.
Rock, 1st district	.....	.....	4	2	.....	26	22	4	.....	.....	14	.....	46	2	6	.....	.....	3	.....	1	7	8	1
Rock, 2d district	.....	3	.....	.....	9	3	49	8	.....	.....	.....	.....	33	22	1	.....	.....	13	.....	3	6	.....	.....
St. Croix	.....	6	.....	.....	4	.....	44	8	.....	.....	21	.....	82	.....	7	.....	.....	.....	.....	.....	6	.....	2
Sauk	21	2	.....	15	22	19	43	.....	.....	.....	18	1	10	12	.....	.....	40	8	.....	2	18	25	28
Sawyer	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Shawano	1	.....	2	1	7	.....	16	3	.....	.....	7	.....	9	8	32	.....	.....	3	1	2	.....	2	26
Sheboygan	.....	.....	2	3	64	10	19	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	8	9	17	53
Taylor	.....	.....	2	.....	4	2	16	7	.....	.....	4	.....	1	12	5	.....	.....	.....	2	.....	12	.....	.....
Trempealeau	.....	3	.....	6	.....	.....	45	.....	5	9	.....	.....	28	32	7	.....	.....	2	.....	4	12	.....	.....
Vernon	18	.....	30	.....	15	6	29	10	.....	.....	24	.....	18	20	4	.....	19	2	24	5	17	.....	30
Walworth	20	.....	.....	.....	25	4	31	.....	.....	.....	39	.....	25	28	.....	.....	.....	10	.....	22	.....	34	
Washington	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	3	.....	4	.....	.....	.....	.....	.....	.....	.....	1	.....	1
Washington	.....	11	.....	.....	41	2	21	.....	.....	.....	6	.....	44	.....	.....	.....	7	.....	5	.....	1	5	26
Waukesha	.....	8	.....	5	17	.....	68	.....	3	.....	14	.....	73	.....	7	.....	.....	11	8	3	11	.....	.....
Waupaca	19	5	.....	.....	9	.....	29	16	.....	.....	2	.....	39	7	23	.....	.....	2	3	.....	.....	.....	2
Waushara	1	.....	.....	.....	21	10	47	.....	.....	.....	.....	.....	66	11	.....	.....	4	.....	.....	4	.....	4	29
Winnebago	5	.....	2	.....	23	11	22	.....	.....	.....	20	.....	14	.....	.....	.....	6	.....	.....	.....	7	28	29
Wood	1	.....	.....	1	2	.....	27	.....	.....	2	12	.....	28	7	.....	.....	.....	1	.....	1	7	.....	4
Totals	465	163	185	125	971	300	1655	188	43	46	744	5 1549	690	377	23	368	96	214	118	565	240	808	.....

Text-Books.

TABLE No. X. — TEXT-BOOKS — Continued.

COUNTIES.	ARITHMETIC.							ALGEBRA.					GEOGRAPHY.									
	Davies.	French.	Quackenbos.	Ray.	Robinson.	White.	Other authors.	Davies.	Loomis.	Olney.	Ray.	Robinson.	Other authors.	Cornell.	Eclectic.	Harper.	McNally.	Mitchell.	Monteith.	Swinton.	Appleton.	Other authors.
Adams.....			8		47	.....	3	.....	.....	.....	.....	3	.....	5	.....	22	1	.....	.....	26	2	.....
Ashland.....			1	1	2	.....	.....	1	.....	.....	.....	4	.....	.....	.....	1	.....	.....	.....	1	1	.....
Barron.....	2	.....	.....	59	.....	4	23	.....	.....	.....	.....	4	.....	.....	.....	33	7	.....	.....	41	.....	.....
Bayfield.....	.....	.....	.....	2	3	1	1	.....	.....	1	.....	1	.....	.....	.....	1	2	.....	.....	1	.....	.....
Brown.....	.....	.....	.....	42	30	5	.....	.....	.....	.....	1	.....	.....	.....	.....	18	.....	23	4	23	.....	.....
Buffalo.....	13	2	38	.....	15	1	2	2	2	.....	.....	2	.....	87	8	8	12	.....	.....	.....	.....	4
Burnett.....	8	4	.....	.....	3	.....	2	.....	.....	.....	.....	1	.....	.....	.....	11	.....	.....	.....	1	6	.....
Cabnet.....	10	2	.....	1	19	23	.....	.....	7	.....	.....	1	.....	.....	19	9	.....	.....	8	17	1	.....
Chippewa.....	1	.....	.....	.....	127	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	38	1	.....	2	94	.....	.....
Clark.....	.....	16	3	.....	45	.....	15	.....	.....	.....	.....	11	2	.....	2	51	.....	.....	.....	21	.....	1
Columbia.....	.....	10	.....	.....	131	4	3	.....	.....	.....	.....	.....	.....	.....	16	83	11	11	13	.....	.....	.....
Crawford.....	.....	.....	.....	39	52	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	12	.....	12	45	.....	.....	.....
Dane, 1st district.....	.....	.....	23	26	64	.....	12	.....	.....	.....	.....	5	1	31	.....	59	.....	14	.....	17	4	.....
Dane, 2d district.....	9	.....	4	42	42	8	4	.....	.....	.....	.....	3	.....	6	26	23	13	29	2	2	1	2
Dodge.....	11	2	4	31	84	42	15	.....	.....	.....	8	27	4	41	37	46	6	21	31	.....	.....	.....
Door.....	.....	2	11	12	25	1	16	.....	.....	.....	.....	.....	.....	6	3	25	2	3	2	15	.....	.....
Douglas.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	2	.....
Dunn.....	3	13	.....	5	70	.....	13	.....	1	.....	.....	.....	.....	2	.....	58	.....	.....	.....	37	.....	4
Eau Claire.....	4	.....	1	.....	50	.....	2	.....	.....	1	.....	5	1	.....	.....	35	.....	.....	.....	26	.....	2
Florence.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fond du Lac.....	16	2	1	1	45	35	33	.....	.....	3	.....	6	.....	14	24	23	4	.....	.....	54	2	9
Forest.....	.....	.....	.....	.....	2	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	1

Text-Books.

Grant	4	45	28	5	82	15	9	55	2	1	11	40	4	11	2	44	25	2	4
Green	4	19	1	...	90	11	4	3	1	...	62	35	15	...	...	18	48	...	1
Green Lake	3	7	20	2	11	6	3	6	...	...	...	85	6	...	8	6	6	...	8
Iowa	1	9	8	...	44	80	...	16	2	1	3	42	13	2	...	4	4	2	2
Jackson	1	...	14	11	36	6	...	3	...	...	8	40	8	2	...	2	38	...	2
Jefferson	...	14	6	30	21	4	5	24	5	18	...	40	5	...	8	13	26	1	1
Juneau	9	18	1	2	48	2	...	59	...	1	5	7	2	3	...	5	17	1	1
Kenosha	1	3	1	...	21	...	...	6	...	...	1	8	1	...	...	...	6	...	...
Kewaunee	...	6	8	11	...	14	5	4	6	...	...	8	1	...	...	...	15	2	...
La Crosse	28	6	...	2	14	11	...	13	...	5	...	23	15	6	...	4	1	...	2
LaFayette	26	7	3	...	59	6	3	27	11	6	2	22	...	...	...	15	21	1	3
Langlade	2	...	...	...	1	7	...	2	...	1	...	...	3	...	...	4	2	...	...
Lincoln	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Manitowoc	19	38	...	...	18	13	...	18	6	...	62	...	8	...	...	...	31	1	1
Marathon	40	14	...	...	39	3	...	19	...	25	21	...	2	...	...	14	18	1	1
Marquette	1	...	3	...	11	...	...	6	...	1	4	...	2	...	...	6	7	...	...
Marquette	...	9	...	...	1	33	...	13	1	...	16	2	3	1	...	...	4	...	...
Milwaukee	3	4	...	...	26	14	2	17	2	...	2	23	...	...	...	5	4	...	...
Monroe	2	12	12	...	13	32	...	40	...	1	3	...	18	...	11	...	8	...	1
Monroe	...	...	...	...	32	5	...	10	1	1	14	11	...	...	...	1	11	...	1
Oneida	...	...	3	...	3	3	3	3	...	...	...	...	...	...	...	...	8	...	3
Outagamie	8	81	4	3	26	3	1	38	3	8	7	...	8	...	...	...	9	...	1
Ozaukee	...	...	3	...	2	12	3	6	...	2	26	2	2	...	...	12	9	...	1
Pepin	1	...	...	7	25	2	...	5	...	3	23	1	3	...	...	8	1	...	3
Pierce	1	16	...	...	60	14	3	40	...	...	41	...	5	3	...	17	6	...	3
Folk	1	6	5	10	3	16	4	3	...	11	6	11	5	...	...	...	15	...	2
Portage	1	19	8	...	31	4	...	29	...	6	...	19	1	...	2	7	3	...	1
Price	...	10	...	4	18	...	...	7	...	...	14	11	...	...	...	16	17	...	...
Racine	8	18	...	14	32	12	16	11	...	9	22	...	...	...	...	6	46	1	1
Richland	...	28	...	...	36	33	...	6	7	...	60	23	8	15	...	4	...	...	8
Rock 1st dist	4	...	...	6	49	12	9	18	4	3	8	19	2	...	...	8	6	...	1
Rock, 2d dist	11	...	...	1	44	18	13	11	...	8	8	...	8	10	...	...	17	...	1
St. Croix	...	...	...	32	41	7	...	19	...	27	19	10	...	...	...	15	3	...	1
Sauk	3	34	22	...	65	19	...	84	...	...	4	31	7	...	...	36	11	2	1
Sawyer	...	...	...	...	1	...	...	1	...	1	...	...	...	...	...	1	...	...	...
Shawano	12	13	2	...	20	6	1	...	1	1	2	21	4	...	...	...	1	...	1

Text-Books.

TABLE NO. X. — TEXT-BOOKS — Continued.

COUNTIES.	GRAMMAR.						UNITED STATES HISTORY.						PHYSIOLOGY.					GEOMETRY.					
	Clark.	Harvey.	Kerr.	Pinneo.	Quackenbos.	Swinton.	Other authors.	Anderson.	Barnes.	Goodrich.	Quackenbos.	Scott.	Swinton.	Other authors.	Brown.	Cutter.	Martin.	Steele.	Other authors.	Davies.	Loomis.	Robinson.	Other authors.
Shelbygan			20			70				1			66				3			32	1	1	
Taylor		4	6			14	2		3			1	20							17			
Trempealeau		9	11			26	2			3	17	10	33	1				10		28	8	1	
Vernon	1	26	22			51	23	19	20	2	3		42	13	1	4	8	8		28			
Walworth		16	11			79	13		36				45	9				6		36		1	
Washington			1			1	4		2													1	
Washington	2	12	6			29		7	10	10	13		12							14	1	1	
Waukesha			22			43	32		4			6	58	9		1	15			30			3
Waupaca						64	6	8	21	1		12	11				17			2			1
Waushara			10			8	9		1		51		21							11		2	
Winnebago		13	23			37	9	9	4				41	5			7			21		2	
Wood	1		5			7	17		7		6	1	21	1	8			5		6			1
Totals	64	722	722	27	303	2072	885	136	1270	115	299	192	1597	273	86	73	283	316	1002	620	50	63	63

Teachers' Institutes.

TABLE NO. XI.—1888.

TEACHERS' INSTITUTES.

COUNTIES.	WHERE HELD.	BY WHOM CONDUCTED.	WHEN HELD.
Adams	Friendship	L. D. Harvey, H. M. Older..	Sept. 5
Ashland	Ashland	L. D. Harvey	Nov. 10
Barron	Barron	H. D. Maxson	April 9
Barron	Rice Lake	H. D. Maxson	Aug. 29
Brown	Green Bay	L. D. Harvey, E. McLoughlin	Aug. 8
Buffalo	Alma	W. J. Brier	Aug. 29
Burnett	Grantsburg	T. H. Kirk	Feb. 20
Burnett	Grantsburg	T. H. Kirk	Sept. 19
Calumet	Chilton	John Nagle	Aug. 15
Clark	Neillsville	S. Y. Gillan	March 26
Clark	Greenwood	L. W. Wood	Aug. 29
Chippewa	Chippewa Falls..	W. J. Brier, C. R. Long ...	Aug. 8
Columbia	Portage	C. F. Viebahn, W. G. Clough	Aug. 22
Crawford	Wauzeka	A. J. Hutton	Sept. 5
Dane, 1st dist.	Stoughton	H. D. Maxson	April 2
Dane, 1st dist.	Sun Prairie	H. D. Maxson	Sept. 26
Dane, 2d dist.	Oregon	A. J. Hutton	April 2
Dane, 2d dist.	Mazomanie	H. D. Maxson	Sept. 19
Dodge	Horicon	L. D. Harvey, J. Q. Emery..	April 2
Dodge	Juneau	A. J. Hutton, S. Y. Gillan..	Sept. 19
Dunn	Menomonie	T. H. Kirk	Feb. 17
Dunn	Menomonie	W. J. Brier, J. G. Ingalls ..	Aug. 15
Door	Sturgeon Bay ..	Ed. McLoughlin	Oct. 8
Eau Claire	Eau Claire	A. J. Hutton	March 9
Eau Claire	Augusta	L. W. Wood, C. W. Cabeen..	Aug. 15
Fond du Lac ..	Brandon	S. Y. Gillan	March 19
Fond du Lac ..	Fond du Lac	L. D. Harvey	Dec. 2
Fond du Lac ..	Fond du Lac	L. D. Harvey, E. McLoughlin	March 26
Grant	Lancaster	T. B. Pray, Miss M. Conklin.	Aug. 8
Green	Albany	H. D. Maxson	March 19
Green	Monroe	C. H. Keyes	Aug. 15
Green Lake	Markesan	A. J. Hutton	Sept. 12
Iowa	Dodgeville	A. J. Hutton, J. W. Livingston	Aug. 22
Jackson	Merrillan	L. W. Wood, W. J. Hoskins..	Aug. 22
Jefferson	Ft. Atkinson	A. J. Hutton, H. L. Terry...	March 26
Juneau	Mauston	H. D. Maxson, Geo. S. Grubb	Aug. 15
Kenosha	Somers	L. W. Briggs	Aug. 15
Kewaunee	Kewaunee	C. H. Keyes, E. McLoughlin.	April 2
Kewaunee	Ahnapee	Lewis Funk, A. W. Smith ..	Aug. 23
La Crosse	West Salem	L. H. Clark	March 26
LaFayette	Darlington	A. J. Hutton	April 9
Langlade	Antigo	J. Q. Emery, P. H. Hewitt..	Aug. 8
Lincoln	Merrill	H. D. Maxson	Sept. 5
Manitowoc	Manitowoc	L. D. Harvey	Aug. 29
Marathon	Wausau	J. Q. Emery, P. H. Hewitt..	Aug. 15

Teachers' Institutes.

TABLE NO. XI.—TEACHERS' INSTITUTES—Continued.

COUNTIES.	WHERE HELD.	BY WHOM CONDUCTED.	WHEN HELD.
Marinette ...	Marinette	L. D. Harvey	April 9
Marquette ...	Montello	J. T. Iunn, L. S. Pease	Aug. 29
Marquette ...	Packwaukee	S. Y. Gillan, E. W. Walker	April 9
Milwaukee ...	Milwaukee	S. Y. Gillan, J. T. Kelly	Aug. 15
Oconto	Oconto	L. W. Briggs, Miss E. F. Webster	Aug. 8
Outagamie ...	Appleton	I. N. Stewart, J. M. Turner	Aug. 15
Ozaukee ...	Port Washington	S. A. Hooper	Aug. 8
Pepin	Durand	T. H. Kirk	Sept. 13
Pierce	Ellsworth	T. H. Kirk	March 12
Polk	St. Croix Falls	W. L. Morrison, J. H. Ackerman	Aug. 22
Price	Phillips	H. D. Maxson	Sept. 12
Price	Phillips	T. H. Kirk	May 14
Racine	Racine	S. Y. Gillan	Nov. 18
Racine	Burlington	A. R. Sprague, W. S. Axtell	Aug. 15
Richland	Woodstock	J. F. Gile	March 8
Richland	Boaz	J. F. Gile	March 1
Richland	Richland Center	A. J. Hutton, H. R. Smith	Aug. 8
Rock, 1st dist. ..	Evansville	H. Silver, L. E. Gettle	Aug. 15
Rock, 2d dist. ..	Clinton	T. B. Pray, Miss M. Conklin	Aug. 22
Sauk	Baraboo	H. D. Maxson	Aug. 8
Sauk	Ironton	T. B. Pray	April 2
Sauk	Prairie du Sac	C. F. Ninman	Aug. 15
Shawano	Shawano	A. F. North, Ed McLoughlin	Sept. 12
Sheboygan	Plymouth	Ed. McLoughlin, L. H. Terry	Aug. 15
St. Croix	Baldwin	T. H. Kirk	March 26
St. Croix	New Richmond	T. H. Kirk	March 19
Taylor	Medford	C. R. Long, J. H. Ackerman	Aug. 15
Trempealeau	Osseo	S. Y. Gillan	April 2
Trempealeau	Whitehall	S. Y. Gillan	Aug. 29
Vernon	Viroqua	A. J. Hutton, J. A. Aylward	March 12
Vernon	Hillsborough	A. J. Hutton	March 19
Walworth	Lake Geneva	H. D. Maxson	Aug. 22
Washington	Schleisingsville	Charles Lau, D. Schuler	Aug. 22
Waukesha	Waukesha	L. W. Briggs, E. E. Beckwith	Aug. 29
Waukesha	Waukesha	S. Y. Gillan, Alex Bevan	Feb. 10
Waupaca	New London	L. H. Clark, F. Cleary	Aug. 22
Winnebago	Oshkosh	L. D. Harvey	Aug. 22
Winnebago	Neenah, Menasha	L. D. Harvey	Jan. 27
Wood	Centralia	L. H. Clark, W. L. Morrison	Aug. 15

*Teachers' Institutes—Special Reports.*TABLE NO. XII.—1883.
TEACHERS' INSTITUTES—SPECIAL REPORTS.

COUNTIES.	No. of schools in county or superintendent district.	No. of teachers required to teach the schools in county.	NUMBER ATTENDING INSTITUTE.			No. HOLDING CERTIFICATES.			Average age of members.	Average experience in months in teaching of those having taught.	Not having taught but intending to teach.	No. having previously attended institutes.	NUMBER HAVING ATTENDED—					No. of evening lectures.
			Male.	Female.	Total.	1st grade.	2d grade.	3d grade.					Colleges and Universities.	Academies.	Normal Schools.	High Schools.	Common schools only.	
Adams.....	67	67	5	48	53	945	12	8	31	20	15	39	...	...	1	7	43	2
Ashland.....	23	31	12	46	58	350	4	7	26	21	37	48	1	1	18	29	1	1
Barron.....	91	110	19	36	55	444	4	4	30	24	34	41	4	2	8	19	22	2
Barron.....	...	...	11	33	44	528	3	6	28	20	23	36	2	3	4	23	12	...
Brown.....	81	83	21	95	116	975	7	12	62	20	31	79	4	...	22	74	16	...
Buffalo.....	91	91	24	33	57	541	3	14	36	21	21	42	3	...	7	16	31	2
Burnett.....	21	22	...	14	14	512	1	...	13	20	13	14	...	...	6	1	7	1
Burnett.....	...	...	1	16	17	514	2	1	14	22	6	14	...	...	4	3	8	1
Calumet.....	67	78	21	58	79	1067	...	3	59	21	25	64	4	...	22	44	9	...
Chippewa.....	136	165	4	26	30	519	2	7	19	22	31	19	1	...	4	17	6	...
Clark.....	100	115	12	70	82	566	2	5	44	20	28	54	1	...	6	69	8	...
Clark.....	...	...	12	37	49	543	3	3	34	22	26	42	2	...	3	22	13	...
Columbia.....	144	164	16	92	108	588	4	14	77	23	23	82	9	2	2	72	23	...
Crawford.....	93	96	8	49	57	552	4	6	44	20	21	40	8	1	1	10	37	...
Dane, 1st district.....	137	143	10	73	83	560	11	11	40	20	28	54	11	7	11	40	14	...
Dane, 1st district.....	...	...	14	45	59	546	2	11	33	21	23	32	7	2	8	34	8	1
Dane, 2d district.....	132	89	17	84	101	4,588	2	8	59	20	30	41	8	29	2	49	18	1

Teachers' Institutes—Special Reports.

Jefferson	131	167	84	110	144	4,5,115	8,14	84,28	32	80	100	15	4	22	88	9
Juneau	95	124	16	141	157	5,154	2,11	108,20	23	42	119	4	6	2	145	1
Kenosha	61	62	27	49	76	10,57	1	49,20	16	12	50	5	1	30	16	24
Keweenaw	53	61	29	38	62	9,34	2	44,20	30	14	44	1	...	8	87	15
Kewaunee	...	...	22	34	56	9,43	...	2	28	10	44	1	...	6	32	2
La Crosse	66	74	83	58	89	5,67	4	49,21	23	19	40	2	5	7	62	8
Lafayette	125	149	20	55	75	5,60	4	52,22	23	19	20	5	2	6	32	1
Langlade	53	34	6	41	47	5,38	2	37,21	15	9	6	3	...	9	51	13
Lincoln	30	30	2	29	31	4,5,25	2	8	31	10	23	2	1	2	16	10
Manitowoc	108	142	36	67	103	5,78	4	81,20	23	30	79	1	...	20	46	36
Marathon	135	134	16	77	93	10,74	2	63,20	32	26	60	7	1	8	51	27
Marinette	25	29	3	43	46	5	...	7	61	5	41	7	4	13	21	40
Marquette	60	65	9	41	50	9,5,34	...	8	23	6	37	...	...	1	43	6
Marquette	...	...	1	31	32	5,26	1	11,19	21	...	17	...	...	1	10	14
Milwaukee	66	82	20	54	74	10,48	11	4	27	17	56	2	...	23	28	21
Oconto	56	50	7	57	64	5,51	2	8	18	17	33	1	1	6	31	21
Ooutagamie	113	125	12	86	101	10,74	1	5	26	29	77	9	2	9	59	22
Ozaukee	59	70	31	35	66	10,44	3	4	33	21	39	6	...	11	25	15
Pepin	39	48	8	17	25	5,18	6	4	12	3	20	1	...	4	17	3
Pierce	107	130	14	70	84	5,68	6	14	22	23	63	2	2	20	22	38
Polk	91	101	17	83	100	10,59	5	9	58	20	28	61	4	17	12	55
Price	83	37	7	14	21	5,17	4	...	1	18	1	...	...	3	11	6
Price	...	...	4	15	19	5,15	3	8	23	2	15	...	...	8	14	2
Racine	76	83	8	67	75	2,71	5	...	...	17	...	...	...	...	...	...
Racine	...	...	19	87	106	10,70	7	17	30	42	75	2	40	12	36	16
Richland	126	136	16	49	65	5,57	...	2	19	18	32	...	...	1	19	45
Richland	...	...	23	38	59	8,56	...	...	20	24	40	...	...	...	18	40
Richland	...	...	50	146	196	10,131	4	16	21	62	168	...	...	3	9	120
Rock, 1st district	95	97	5	67	72	10,51	1	13	23	...	45	7	24	6	25	8
Rock, 2d district	86	100	15	63	78	5,58	6	16	27	19	46	17	2	13	37	12
Sauk	162	178	15	95	110	5,98	...	7	28	29	86	9	1	5	77	18
Sauk	...	...	12	63	75	5,69	...	4	19	28	47	...	...	4	25	45
Sauk	...	...	6	40	46	5,43	1	2	23	16	33	4	1	7	32	6
Sauk	...	...	7	55	65	10,52	...	...	14	...	37	1	1	1	38	20
Shawano	81	96	7	55	65	10,52	2	2	29	...	137	1	1	13	109	51
Sheboygan	113	132	42	133	175	9,132	...	...	59	10	28	8	...	15	5	...
St. Croix	113	123	9	30	39	5,31	4	9	17	23	28	...	...	...	...	...

Teachers' Institutes—Special Reports.

TABLE NO. XII.—TEACHERS' INSTITUTES—SPECIAL REPORTS—Continued.

COUNTIES.	No. of schools in county or superintendent district.	No. of teachers required to teach schools in county.	NUMBER ATTENDING INSTITUTE.			No. of days institute was in session	Average daily attendance.	NUMBER HOLDING CERTIFICATES.			Average age of members.	Average experience in months in teaching of those having taught.	Not having taught, but intending to teach.	No. having previously attended institutes.	NUMBER HAVING ATTENDED—					No. of evening lectures.													
			Male.	Female.	Total.			1st grade.	2d grade.	3d grade.					Colleges and Universities.	Academies.	Normal Schools.	High Schools.	Common schools only.														
St. Croix.....	.....	.....	19	71	90	5	69	8	21	33	23	27	28	51	4	3	24	35	24	1	1	1									
Taylor.....	42	51	10	34	44	10	32	.....	4	24	19	24	6	22	2	1	3	7	31	1	1	1										
Trempealeau.....	102	121	14	29	43	5	38	6	10	12	20	28	15	27	2	4	8	14	20	2	2	2											
Trempealeau.....	.....	.....	20	78	98	9	56	16	15	46	21	31	27	83	13	.....	7	24	54	1	1	1								
Vernon.....	156	166	57	133	190	4	51	6	20	97	21	23	67	143	3	.....	11	95	80	1	1	1										
Vernon.....	.....	.....	22	57	79	4	65	4	19	25	21	29	25	55	5	3	4	44	14	1	1	1									
Walworth.....	120	163	16	84	100	5	80	10	11	62	22	28	16	67	6	8	17	53	16	2	2	2											
Washington.....	99	114	37	32	69	10	48	2	5	53	22	37	6	57	5	2	19	25	18	1	1	1											
Waukesha.....	119	152	11	93	5	79	9	21	50	22	29	7	47	80	8	18	20	10	1	1	1	1											
Waukesha.....	.....	.....	32	130	162	2	150	15	33	109	24	38	21	137	49	8	25	49	16	.....	.....	.....								
Waupaca.....	116	137	18	142	160	10	129	1	13	112	20	14	48	106	7	3	13	65	70	.....	.....	.....								
Winnebago.....	112	109	8	73	81	4	59	5	5	60	21	24	14	57	3	.....	43	28	7	2	2	2										
Winnebago.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wood.....	53	67	12	49	61	5	27	1	9	29	19	18	8	45	1	.....	5	32	8	3	3	3										
Totals and Aves.....	5,774	6,383	1,497	5,143	6,640	529	78	383	782	4,218	20	24	1,514	4,575	419	266	881	3,261	1,638	419	266	881	3,261	1,638	419	266	881	3,261	1,638	419	266	881	3,261

*Children, and School Attendance.*TABLE NO. XIII.—1888.
CITIES—CHILDREN, AND SCHOOL ATTENDANCE.

CITIES.	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	Whole number of children over 4 and under 20 years of age in the city.	No. of male children over 4 and under 20 years of age who have attended public school during the year.	No. of female children over 4 and under 20 years of age who have attended public school during the year.	Whole number of children over 4 and under 20 years of age who have attended public school.	No. under 4 years who have attended public school.	No. over 20 years who have attended public schools.	Total number of different pupils who have attended public school during the year.	No. of days school has been taught by qualified teachers.	Whole number of days attendance of different pupils in the public schools of the city during the year.	Whole number of children between the ages of 7 and 15 years residing in the city.	Whole number of children between the ages of 7 and 15 years who have attended school during the year.	Percentage of enrollment on number of children in the city.
Antigo.....	496	470	966	832	883	705	.....	2	707	180	72,132	529	465	75
Appleton.....	1,819	2,127	3,946	1,068	1,158	2,226	.....	.....	2,226	180	260,180	1,985	1,829	96
Baraboo.....	575	693	1,268	446	513	959	.....	4	963	178	115,438	603	588	97
Beaver Dam.....	819	874	1,693	371	423	794	.....	.....	794	200	115,000	897	815	47
Beloit.....	757	816	1,573	519	612	1,131	2	8	1,126	200	141,267	218	847	71
Berlin.....	688	648	1,336	.....	.....	792	.....	2	794	180	103,005	623	534	88
Brodhead village.....	202	206	408	174	187	361	.....	1	362	180	47,456	211	208	98
Columbus.....	310	311	621	292	238	470	.....	.....	470	180	55,432	333	326	78
De Pere.....	372	370	742	128	146	274	.....	.....	274	178	36,050	362	345	96
Fond du Lac.....	2,460	2,451	4,911	1,113	1,140	2,253	.....	2	2,255	195	305,391	2,363	1,774	45
Fort Howard.....	747	781	1,528	386	430	816	.....	.....	816	180	98,805	992	633	53
Grand Rapids.....	232	217	449	170	169	339	.....	1	340	180	40,439	268	258	76
Green Bay.....	1,353	1,303	2,656	601	544	1,145	.....	.....	1,145	198	160,333	1,582	1,372	43

Children, and School Attendance.

TABLE No. XIII.—CITIES—CHILDREN, AND SCHOOL ATTENDANCE—Continued.

CITIES.	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	Whole number of children over 4 and under 20 years of age in city.	No. of male children over 4 and under 20 years of age who have attended public school during the year.	No. of female children over 4 and under 20 years of age who have attended public school during the year.	Whole number of children over 4 and under 20 years of age who have attended public school.	No. over 20 years who have attended public school.	Total number of different pupils who have attended public school during the year.	No. of days school has been taught by qualified teachers.	Whole number of days attendance of different pupils in the public schools of the city during the year.	Whole number of children between the ages of 7 and 15 years residing in the city.	Whole number of children between the ages of 7 and 15 years who have attended school during the year.	Percentage of enrollment on number of children in the city.
Hudson.	853	365	718	756	852	690	2	623	180	78,621	370	365	86
Janesville.	2,008	2,129	4,137	1,705	336	1,608	2	1,608	190	217,937	2,016	1,161	40
Kenosha.	890	818	1,708	848	679	1,608	2	681	190	86,454	1,174	1,161	58
La Crosse.	3,769	3,953	7,722	2,101	2,089	4,190	8	4,198	200	563,732	4,047	3,696	54
Madison.	2,089	2,260	4,349	896	937	1,833	5	1,838	185	287,026	1,978	1,929	42
Marquette.	1,316	1,325	2,641	748	665	1,413	5	1,418	200	176,591	1,150	1,150	100
Menasha.	749	732	1,481	220	235	455	2	455	190	79,800	806	720	49
Menomonie.	869	781	1,650	611	594	1,205	2	1,207	180	156,384	802	845	73
Merrill.	670	652	1,322	936	936	1,872	2	938	180	95,544	702	6,988	71
Milwaukee.	30,719	31,742	62,461	287	324	24,636	2	24,636	197	3,366,927	32,442	17,203	39
Mineral Point.	494	512	1,006	287	324	611	2	611	180	76,451	510	486	73
Neenah.	897	985	1,882	608	412	1,020	2	1,020	185	46,016	961	914	41
New London.	381	364	698	381	364	745	2	745	177	46,016	897	265	59
Oconto.	700	657	1,357	837	398	675	2	675	200	135,000	848	848	100

Children, and School Attendance.

Oakkoeh.....	8,651	8,657	7,808	.....	2,512	.....	2	2,514	200	389,681	8,828	.....	80
Portage.....	843	848	1,685	452	.....	963	.....	963	200	117,444	815	760	58
Prairie du Chien.....	499	577	1,076	233	277	530	.....	530	198	72,115	590	590	49
Racine.....	3,671	3,992	7,668	1,517	1,505	3,022	.....	3,022	200	452,155	8,617	2,173	40
Reedsburg.....	244	265	509	179	190	367	.....	367	180	45,277	332	304	72
Ripon.....	467	528	995	344	377	721	22	747	180	88,246	543	511	70
Sheboygan.....	2,925	2,830	5,755	963	968	1,929	.....	1,932	198	242,570	2,888	2,680	83
Stevens Point.....	1,287	1,865	2,672	581	669	1,250	.....	1,250	190	183,084	1,263	1,243	47
Sturgeon Bay.....	299	311	610	235	249	484	.....	484	199	639,892	308	358	89
Watertown.....	1,728	1,672	8,400	589	629	1,218	.....	1,218	200	175,230	1,893	1,876	35
Waupaca.....	307	342	649	265	254	519	.....	520	180	57,736	287	297	79
Wausau.....	1,502	1,558	3,060	745	742	1,487	.....	1,487	180	158,030	1,576	998	48
Whitewater.....	696	654	1,340	382	330	712	.....	714	198	99,516	744	654	52
Totals.....	78,795	77,156	150,951	18,334	19,012	67,244	24	53,67,321	7,384	9,589,026	76,253	53,829	57

Teachers, Salaries, Graded and Night Schools.

TABLE NO. XIV.—1888.

CITIES — TEACHERS, SALARIES, GRADED AND NIGHT SCHOOLS.

CITIES.	TEACHERS, SALARIES.										GRADED SCHOOLS.					NIGHT SCHOOLS.		
	No. of male teachers required.	No. of female teachers required.	Whole number teachers required.	No. of male teachers employ'd during year.	No. of female teachers employ'd during year.	Whole number of teachers employed during year.	Highest salary paid to male teachers (per annum).	Average salary paid to male teachers (per annum).	Highest salary paid to female teachers (per annum).	Average salary paid to female teachers (per annum).	No. schools in city with four or more depts.	No. of schools with three departments.	No. of mixed or ungraded schools.	No. of teachers employed in the same.	No. of pupils attending the same.			
Antigo.....	9	5	11	9	11	11	\$800	\$692	\$405	\$360	1	1	2	2	1			
Appleton.....	42	47	42	42	47	47	1,400	1,020	630	394	6	1	1	1	1			
Baraboo.....	18	19	19	19	21	21	1,200	1,200	495	366	3	1	1	1	1			
Beaver Dam.....	13	14	14	13	14	14	1,200	1,200	500	392	2	1	1	1	1			
Beloit.....	21	19	21	22	21	21	1,600	1,100	600	403	2	1	1	1	1			
Berlin.....	22	18	20	22	18	20	1,200	900	600	360	2	2	2	1	1			
Broadhead village.....	22	7	9	22	8	10	850	605	405	292	1	1	1	1	1			
Columbus.....	1	7	8	7	8	9	1,100	1,100	475	340	2	1	1	1	1			
Depere.....	1	6	7	6	7	7	900	903	450	367	1	1	1	1	1			
Fond du Lac.....	1	45	46	47	48	48	1,200	1,200	800	853	5	1	6	5	1			
Fort Howard.....	1	16	17	17	18	18	950	950	700	837	2	2	2	2	1			
Grand Rapids.....	1	7	8	7	8	8	1,050	1,050	450	385	2	1	1	1	1			
Green Bay.....	1	22	23	23	27	27	1,500	1,500	600	433	2	1	1	1	1			
Hudson.....	1	10	11	11	12	13	1,200	1,200	540	877	1	2	1	1	1			
Janesville.....	2	85	87	46	48	48	1,500	1,068	522	352	6	1	1	1	1			

Teachers, Salaries, Graded and Night Schools.

Kenosha.....	1	15	16	1	15	16	1,500	\$1,500	600	375	4	5	2					
La Crosse.....	9	71	80	9	69	78	1,200	1,125	700	438	7	1						
Madison.....	2	40	42	2	40	42	2,000	1,750	650	485	5						1	4
Marquette.....	1	24	25	1	24	25	900	.....	550	456	4						1	3
Menasha.....	1	10	11	1	11	12	1,100	1,100	500	380	1							
Menomonie.....	3	22	25	3	23	26	1,500	750	630	393	3	1	1	2				
Merrill.....	1	14	15	1	14	15	900	900	450	334	2	1	1					
Milwaukee.....	57	370	427	57	370	427	2,500	1,138	1,000	567	23						23	61,277 1/2
Mineral Point.....	8	8	11	8	8	11	1,000	698	315	275	2							
Newnash.....	1	17	18	1	17	18	1,100	1,100	650	366	1	2	1					
New London.....	1	8	9	1	8	9	950	950	360	307	1	1	3					
Oconto.....	5	10	15	5	10	15	1,000	590	500	410	4							
Oshkosh.....	8	32	60	8	52	60	1,750	825	650	380	6	1	2				2	3
Portage.....	1	18	19	1	20	21	1,350	600	350	340	4	1						30
Prairie du Chien.....	1	9	10	1	9	10	1,000	920	500	333	1	1	3	1				
Racine.....	8	50	58	10	53	63	1,700	1,094	1,000	398	7	1						
Reedsburg.....	3	4	7	3	4	7	1,000	558	360	348	1							
Ripon.....	2	19	15	2	13	15	900	720	405	337	1	1						
Sheboygan.....	7	21	28	7	21	28	1,600	728	550	397	4							
Stevens Point.....	1	24	25	1	24	25	1,400	1,400	475	.....	4							
Sturgeon Bay.....	1	7	8	1	7	8	800	800	450	386	1							
Watertown.....	3	21	24	3	21	24	1,600	1,089	550	380	4						1	3
Waupun.....	1	8	9	1	8	9	950	950	297	297	1							
Wausau.....	1	22	24	2	23	25	1,125	867	500	380	2						1	2
Whitewater.....	3	11	14	3	11	14	1,350	850	500	409	2						1	3
Totals and avgs.....	156	1143	1,293	153	1172	1,325	\$2,500	\$1,008 1/2	\$1,000	\$402	142	20	48	34	30		79	312 1/2

Cities—School-Houses, Sites, and Valuations.

TABLE No. XV.—1888.
CITIES—SCHOOL-HOUSES, SITES, AND VALUATION.

Cities.	No. of public school-houses in the city.	No. of school-houses built during the year.	Whole number of pupils school-houses will accommodate.	No. of school-house sites owned by city.	No. of sites containing only one lot.	No. of sites containing more than one lot.	No. of sites suitably enclosed.	No. of school-houses built of stone or brick.	Highest valuation of school-house and site.	Cash value of all public school-houses in the city.	Cash value of sites.	No. of school-houses in good condition.	No. of school-houses properly ventilated.	No. of school-houses with separate out-houses for both sexes.	No. of school-houses with out-houses in good condition.
Antigo	4	1	600	4	4	4	1	1	\$4,000	\$10,000	\$3,500	4	4	4	1
Appleton	8	2	2,600	9	9	9	3	7	40,000	132,000	34,500	6	4	1	5
Baraboo	3	3	800	3	3	3	3	3	25,000	30,000	3,500	3	2	3	3
Beaver Dam	4	4	900	6	5	5	5	4	15,000	30,000	15,000	4	4	4	4
Beloit	4	1	1,600	4	4	4	3	4	35,000	75,000	25,000	3	4	4	4
Berlin	3	1	1,020	3	3	3	3	2	10,000	10,500	8,000	4	4	4	4
Broadhead village	2	2	400	2	2	2	2	2	7,000	13,000	1,250	2	2	2	2
Columbus	2	2	600	2	2	2	2	2	4,000	6,000	15,000	1	1	2	2
DePere	2	2	320	2	2	2	2	2	50,000	98,700	22,000	18	1	2	2
Fond du Lac	19	2	2,800	17	15	15	17	3	11,000	18,000	2,500	4	1	19	17
Fort Howard	6	1	850	5	3	3	3	1	30,000	36,000	4,000	1	1	1	1
Grand Rapids	1	1	600	1	1	1	1	1	25,000	59,000	5,000	5	5	6	6
Green Bay	6	6	1,300	6	6	6	2	5	26,000	41,000	11,000	4	3	6	4
Hudson	6	1	1,700	7	7	7	2	6	75,000	180,000	195,000	5	4	4	4
Janeville	6	1	1,593	6	6	6	6	6							6

Cities—School-Houses, Sites, and Valuations.

	4	13	1	3,695	700	4	4	4	4	3	10,000	22,500	12,000	4	4	4	18	4
Kenosha.....	13	1	3,695	700	4	4	4	4	4	3	10,000	22,500	12,000	4	4	4	18	4
La Crosse.....	9	2	1,900	1,900	18	1	12	...	...	7	30,000	145,000	60,000	13	12	13	13	13
Madison.....	4	...	1,100	4	9	1	8	...	...	3	60,000	150,000	5,000	9	9	9	9	9
Marquette.....	6	...	550	4	4	4	4	...	...	8	30,000	49,500	11,000	4	3	4	3	4
Menasha.....	7	1	1,140	7	4	...	4	3	4	4	6,000	8,000	2,000	6	6	6	6	6
Menomonie.....	4	...	800	4	7	1	6	4	1	1	18,000	33,300	10,100	7	7	7	7	7
Merrill.....	33	20,000	800	33	33	33	33	2	...	33	81,250	747,100	255,750	...	...	...	33	33
Milwaukee.....	2	...	800	2	2	2	2	2	2	2	7,500	15,000	5,000	2	2	2	2	2
Mineral Point.....	5	...	1,300	5	5	...	5	...	...	3	35,000	49,000	...	4	4	4	5	5
Neeah.....	2	...	500	2	2	2	2	...	...	...	5,000	7,000	...	2	2	2	2	2
New London.....	5	...	900	5	5	5	5	...	...	4	5,000	13,000	1,950	4	4	4	5	5
Oconto.....	10	...	3,500	10	10	10	10	8	7	7	60,000	120,000	53,000	9	8	10	10	10
Oshkosh.....	5	...	1,200	5	5	5	5	5	5	5	10,000	35,000	6,500	5	5	5	5	5
Portage.....	4	1	720	4	1	3	4	3	3	8	15,000	20,000	1,500	4	4	4	4	4
Prairie du Chien.....	8	1	3,000	9	...	9	7	8	...	...	25,000	82,000	37,200	8	6	8	8	8
Racine.....	1	...	400	1	1	1	1	1	1	2	3,500	8,500	500	1	1	1	1	1
Reedsburg.....	5	...	701	4	4	4	4	4	4	2	...	...	...	4	4	4	5	5
Ripon.....	6	1	2,100	4	4	4	4	4	6	6	28,000	67,000	13,000	5	5	5	6	6
Shelbygan.....	7	2	1,400	6	...	6	1	3	...	3	16,000	34,300	7,700	4	2	7	7	7
Stevens Point.....	1	...	675	1	...	1	1	...	...	...	11,000	8,000	3,000	1	1	1	1	1
Sturgeon Bay.....	5	...	1,200	5	5	5	5	4	...	...	18,000	38,000	12,000	5	5	5	5	5
Watertown.....	1	...	700	1	1	1	1	1	1	1	15,000	13,000	2,000	1	1	1	1	1
Waupaca.....	9	...	1,550	8	...	8	...	8	...	8	20,000	47,000	10,500	8	1	8	8	8
Wausau.....	2	...	744	2	...	2	1	2	...	2	18,000	19,000	4,400	2	...	2	2	2
Whitewater.....	234	14,67,958	228	19	209	136	162	...	...	...	...	...	...	178	118	225	218	218
Totals.....	234	14,67,958	228	19	209	136	162	...	...	...	...	...	...	178	118	225	218	218

Cities—School Rooms, Apparatus, Libraries, Etc.

TABLE NO XVI.—1888.
CITIES—SCHOOL ROOMS, APPARATUS, LIBRARIES, KINDERGARTENS.

CITIES.	SCHOOL ROOMS AND APPARATUS.											LIBRARIES.				KINDERGARTENS.			
	Whole number of school rooms occupied.	No. sufficiently supplied with blackboards.	Whole number supplied with reading charts.	Whole number with a map of Wisconsin.	Whole number with a map of the United States.	Whole number supplied with illustrative charts in natural sciences.	Whole number supplied with a globe.	Whole number supplied with other apparatus.	Whole No. adequately supplied with apparatus.	Whole No. supplied with Webster's Unabridged Dic.	Cash value of all apparatus, including maps and globes.	Total number volumes added during the year.	Total amount expended for library books during the year.	Whole number volumes in all the libraries.	Cash value of all the libraries.	No. of Kindergartens in the city.	No. of teachers employed.	No. of pupils that have attended during year.	
Antigo.....	10	10	4	3	4	1	9	5	5	10	\$200	.....	.....	200	\$250	.....	.....	.....
Appleton.....	45	45	11	10	14	4	10	15	19	26	2,500	314	\$275	1,380	1,500	.....	.....	.....
Baraboo.....	17	17	3	6	3	1	3	3	8	8	250	7	.....	470	475	.....	.....	.....
Beaver Dam...	14	14	5	11	13	5	13	14	.....	14	750	10	25	37	160	.....	.....	.....
Beloit.....	13	13	4	6	6	1	4	1	1	12	300	50	40	1,200	1,000	.....	.....	.....
Berlin.....	17	17	8	8	6	3	4	1	1	17	1,100	25	35	1,000	600	1	2	60	
Brodhead vil ge	9	9	2	9	4	2	3	2	.....	9	200	.....	90	129	200	.....	.....	.....
Columbus.....	8	8	4	8	8	2	4	6	4	8	500	10	25	100	325	.....	.....	.....
Depere.....	6	6	1	2	2	1	1	6	.....	3	200	50	50	335	350	.....	.....	.....
Fond du Lac...	43	43	14	19	16	2	14	1	.....	33	1,000	23	10	358	728	.....	.....	.....
Fort Howard...	13	10	2	8	4	1	3	2	1	13	600	10	50	76	200	.....	.....	.....
Grand Rapids..	8	8	2	6	4	1	5	1	1	4	267	8	41	66	219	.....	.....	.....
Green Bay.....	22	23	5	8	6	1	5	1	17	14	600	.....	.....	.....	.....	.....	.....	.....
Hudson.....	12	12	4	5	4	.....	2	1	1	4	175	.....	.....	75	150	.....	.....	.....
Janesville.....	34	34	6	12	6	6	6	34	6	34	1,200	11	.....	216	200	.....	.....	.....
Kenosha.....	12	12	8	12	13	1	3	1	1	12	600	3	18	345	500	.....	.....	.....

Cities—School Rooms, Apparatus, Libraries, Etc.

	64	7	23	7	20	1	22	45	4	68	1,600	167	200	500	1,000	1,250	2	9	...
La Crosse	80	30	18	30	27	1	27	27	27	80	1,600	150	21	500	1,000	1,250	2	9	...
Madison	24	4	5	5	4	4	4	1	1	16	300	400	100	150	200	400	...	...	...
Marquette	10	8	10	8	4	1	7	1	1	8	300	400	100	100	800	800	...	...	...
Menasha	23	6	15	16	2	2	2	23	23	12	900	41	56	152	272	...	...	...	...
Menomonie	14	13	5	13	13	4	13	1	1	13	600	...	...	...	...	...	...	...	...
Merrill	328	328	328	328	328	328	328	328	328	317	17,729	...	...	...	...	...	17	31	3260
Milwaukee	9	7	2	5	3	2	3	5	5	5	375	8	37	290	210	...	...	...	...
Mineral Point	15	15	5	15	10	5	5	15	15	15	1,100	28	23	124	235	...	1	1	6
Neenah	7	7	8	7	7	2	4	3	1	7	1,000	20	91	33	150	...	...	...	...
New London	14	14	10	14	1	1	5	1	1	10	800	...	...	...	...	...	...	...	...
Oconto	62	15	90	12	3	7	7	2	2	20	500	600	550	1,555	1,000	1,000	...	...	...
Oshkosh	19	19	6	6	1	1	12	...	6	6	500	40	50	140	300	...	...	...	...
Portage	10	10	4	6	5	1	4	5	10	10	300	12	24	122	240	...	...	...	...
Pra. du Chien	58	58	7	8	8	8	8	1	8	8	800	...	...	...	...	...	...	...	...
Racine	7	7	1	7	7	7	2	3	3	4	150	75	62	225	200	...	...	...	...
Reedsburg	13	13	5	2	2	2	1	1	1	7	160	22	12	520	182	...	...	...	...
Ripon	26	26	12	10	6	1	6	11	18	10	450	250	143	1,154	630	...	...	...	...
Sheboygan	23	23	6	6	4	4	4	1	1	23	500	40	120	2,000	3,000	...	...	...	...
Stevens Point	8	8	2	4	4	1	1	8	8	4	300	105	83	301	940	...	...	...	...
Sturgeon Bay	23	23	4	3	9	20	7	1	23	23	800	5	...	585	600	...	1	2	75
Waupaca	7	7	2	...	...	...	1	7	...	3	340	15	16	65	215	...	...	...	...
Wausau	24	24	11	12	15	1	16	1	...	20	560	28	9	287	227	560	...	...	...
Whitewater	13	13	2	2	2	1	3	1	1	11	500	340	300	620	...	...	1	1	12
Totals	1,014	1,035	561	673	630	433	576	597	522	866	\$42,046	2,873	\$1182	18,570	\$19,436	...	23	30	2403

Cities—Text-Books, Course of Study, Etc.

TABLE NO. XVII.—1888.
CITIES—TEXT-BOOKS, COURSE OF STUDY, AND TEACHERS' REPORTS AND MEETINGS.

CITIES.	TEXT-BOOKS.				COURSE OF STUDY.							TEACHERS' REPORTS AND MEETINGS.			
	Has a list of text-books been adopted?	Are these the only books used as regular text-books?	Are text-books purchased by the city?	Are they sold or loaned to pupils?	Has a course of study been adopted?	Into how many grades divided?	Through how many years extending?	Does any course include ancient languages?	Does it propose to fit pupils for college?	What per cent. finish the course of study?	Are reports required of teachers?	How often are these reports made?	Are teachers' meetings required?	How often are such meetings held?	
Antigo.....	No.	No.	No.	.....	Yes.	4	12	Yes.	Yes.	19	Yes.	Monthly.	Yes.	Weekly.
Appleton.....	Yes.	Yes.	No.	.....	Yes.	12	12	Yes.	Yes.	38	Yes.	Weekly.	Yes.	Weekly.
Baraboo.....	Yes.	Yes.	Yes.	Loaned.	Yes.	12	12	Yes.	Yes.	1	Yes.	Monthly.	Yes.	Semi-monthly.	
Beaver Dam.....	Yes.	No.	No.	.....	Yes.	12	12	Yes.	Yes.	10	Yes.	Weekly.	Yes.	Weekly.
Beloit.....	Yes.	Yes.	No.	.....	Yes.	14	14	Yes.	Yes.	63	Yes.	Monthly.	Yes.	Semi-monthly.
Berlin.....	Yes.	Yes.	Yes.	Loaned.	Yes.	4	3	Yes.	Yes.	14	Yes.	Monthly.	Yes.	Semi-monthly.	
Brodhead, vil.....	Yes.	No.	No.	.....	Yes.	4	4	Yes.	Yes.	25	Yes.	Monthly.	Yes.	Weekly.
Columbus.....	Yes.	Yes.	No.	.....	Yes.	8	11	Yes.	Yes.	.....	Yes.	Monthly.	Yes.	Semi-monthly.
Depere.....	Yes.	Yes.	No.	.....	Yes.	14	14	Yes.	Yes.	.....	Yes.	Monthly.	Yes.	Semi-monthly.
Fond du Lac.....	Yes.	Yes.	No.	.....	Yes.	12	12	Yes.	Yes.	.....	Yes.	Monthly.	Yes.	Monthly.
Fort Howard.....	Yes.	Yes.	No.	.....	Yes.	13	14	No.	No.	1	Yes.	Monthly.	Yes.	Monthly.
Grand Rapids.....	Yes.	Yes.	Yes.	Sold.	Yes.	12	10	No.	Yes.	.....	Yes.	Bi-monthly.	Yes.	Weekly.
Green Bay.....	Yes.	Yes.	No.	.....	Yes.	13	13	Yes.	Yes.	1	Yes.	Monthly.	Yes.	Weekly.
Hudson.....	Yes.	Yes.	No.	.....	Yes.	12	12	Yes.	Yes.	33	Yes.	Weekly.	Yes.	Semi-monthly.
Janeville.....	Yes.	Yes.	No.	.....	Yes.	12	12	Yes.	Yes.	8	Yes.	Weekly.	Yes.	Semi-monthly.
Kenosha.....	Yes.	No.	No.	.....	Yes.	13	13	Yes.	Yes.	.....	Yes.	Monthly.	Yes.	Bi-monthly.

Cities—Text-Books, Course of Study, Etc.

	No.	No.	Yes.	Loaned.	Yes.	11	1	Yes.	Yes.	5	Yes.	Monthly.	Yes.	Monthly.
La Crosse.....	No.	No.	No.	Loaned.	Yes.	11	1	Yes.	Yes.	5	Yes.	Monthly.	Yes.	Monthly.
Madison.....	Yes.	Yes.	No.	.....	Yes.	12	12	Yes.	Yes.	26	Yes.	Monthly.	Yes.	Monthly.
Marquette.....	Yes.	Yes.	Yes.	Loaned.	Yes.	9	.....	Yes.	Yes.	2	Yes.	Monthly.	Yes.	Monthly.
Menasha.....	Yes.	Yes.	No.	.....	Yes.	12	1	Yes.	Yes.	5	Yes.	Monthly.	Yes.	Monthly.
Menomonie.....	Yes.	No.	No.	.....	Yes.	12	2	Yes.	Yes.	12	Yes.	Monthly.	Yes.	Monthly.
Merrill.....	Yes.	Yes.	No.	.....	Yes.	4	8	No.	Yes.	.....	Yes.	Monthly.	Yes.	Monthly.
Milwaukee.....	Yes.	Yes.	No.	.....	Yes.	12	2	Yes.	Yes.	5	Yes.	Monthly.	Yes.	Monthly.
Mineral Point.....	Yes.	No.	No.	.....	Yes.	14	14	Yes.	Yes.	10	Yes.	Weekly.	Yes.	Monthly.
Neenah.....	Yes.	Yes.	Yes.	Sold.	Yes.	11	.....	Yes.	Yes.	14	Yes.	Monthly.	Yes.	Monthly.
New London.....	Yes.	Yes.	No.	.....	Yes.	5	5	Yes.	Yes.	.....	Yes.	Monthly.	Yes.	Monthly.
Oconto.....	Yes.	Yes.	No.	.....	Yes.	4	3	No.	Yes.	40	Yes.	Monthly.	Yes.	Monthly.
Oshkosh.....	Yes.	Yes.	No.	.....	Yes.	12	2	Yes.	Yes.	80	Yes.	Monthly.	Yes.	Monthly.
Portage.....	Yes.	Yes.	No.	.....	Yes.	6	3	Yes.	Yes.	.....	Yes.	Monthly.	Yes.	Monthly.
Fra. du Chien.....	Yes.	Yes.	No.	.....	Yes.	4	12	Yes.	Yes.	5	Yes.	Monthly.	Yes.	Monthly.
Racine.....	Yes.	Yes.	No.	.....	Yes.	12	2	Yes.	Yes.	1	Yes.	Weekly.	Yes.	Weekly.
Reedsburg.....	Yes.	Yes.	No.	.....	Yes.	4	4	No.	Yes.	5	Yes.	Monthly.	Yes.	Monthly.
Ripon.....	Yes.	Yes.	No.	.....	Yes.	14	4	Yes.	Yes.	2	Yes.	Monthly.	Yes.	Monthly.
Shelbygan.....	Yes.	Yes.	Yes.	Loaned.	Yes.	4	4	Yes.	Yes.	10	Yes.	Monthly.	Yes.	Monthly.
Stevens Point.....	Yes.	No.	No.	.....	Yes.	9	9	Yes.	Yes.	24	Yes.	Weekly.	Yes.	Weekly.
Sturgeon Bay.....	Yes.	Yes.	No.	.....	Yes.	8	8	No.	No.	23	Yes.	Monthly.	Yes.	Monthly.
Watertown.....	Yes.	Yes.	Yes.	Loaned.	Yes.	12	11	5	Yes.	10	Yes.	Monthly.	Yes.	Monthly.
Waupaca.....	Yes.	Yes.	No.	.....	Yes.	12	12	Yes.	Yes.	20	Yes.	Weekly.	Yes.	Weekly.
Wausau.....	Yes.	Yes.	No.	.....	Yes.	12	12	Yes.	Yes.	.....	Yes.	Monthly.	Yes.	Monthly.
Whitewater.....	Yes.	Yes.	No.	.....	Yes.	12	12	Yes.	Yes.	.....	Yes.	Weekly.	Yes.	Weekly.
Totals.....	.....	.....	.....	.....	.....	10.9	11.4	.....	.....	17	.....	.....	.....	.....

Cities — Text-Books.

TABLE NO. XVII. — TEXT-BOOKS — Continued.

Cities.	Spelling.	Reading.	Mental Arithmetic.	Written Arithmetic.	Grammar.	Geography.
Antigo.....	.....	Harvey, Swinton.	.....	White.....	Harvey.....	Eclectic.
Appleton.....	.....	Swinton, McGuffey.	Ray, Davies ..	White.....	Swinton, Brown	Eclectic.
Baraboo.....	Harvey, Swinton.	Swinton, Normal.	.....	Robinson	Reed & Kellogg	Swinton.
Beaver Dam.....	Swinton, Patterson.	McGuffey.....	Robinson, White.	Robinson, White.	Swinton, Harvey.	Eclectic.
Beloit.....	Swinton.....	American Educational.	.....	Fish, Wentworth.	Green, Clark...	Harper, Guyot.
Berlin.....	Swinton.....	Appleton.....	Stoddard	Olney.....	Reed & Kellogg	Harper.
Brodhead village...	Patterson.....	Appleton, Barnes.	Robinson	Robinson	Swinton	Harper.
Columbus.....	Patterson	Sheldon	Sheldon	Sheldon	Swinton	Colton.
De Pere .....	.....	Swinton .....	.....	Olney	Whitney	Harper.
Fond du Lac	Hazen	Barnes	Robinson	White.....	Reed & Kellogg	Swinton.
Fort Howard.....	.....	American Educational.	Robinson	Robinson	Reed & Kellogg	Swinton.
Grand Rapids.....	Swinton.....	Appleton	Olney	Olney	Harvey	Harper.
Green Bay.....	Swinton, Reed.	American Ed., Classics for Children.	.....	Robinson	Whitney, Knox	Swinton, Harper.
Hudson.....	Swinton.....	Appleton	Davies	Davies.....	Swinton.....	Swinton.
Janesville.....	.....	Swinton	White	Sheldon	Bright, Green...	Harper.
Kenosha.....	Harrington.....	McGuffey .....	.....	White.....	Reed & Kellogg	Eclectic.
La Crosse.....	.....	Swinton, Sheldon.	Robinson, Stoddard.	Robinson, Olney	Reed & Kellogg	Guyot, Harper.
		don. Appleton.				

Cities — Text-Books.

Madison.....	Monroe.....	Appleton, New National.	Robinson.....	Robinson.....	Swinton.....	Harper.
Marquette.....	Harrington.....	Sheldon.....	Wentworth.....	Robinson.....	Reed & Kellogg	Harper.
Menasha.....	Patterson.....	Sanders.....	Olney.....	Olney.....	Swinton.....	Harper.
Menomonie.....	Swinton.....	Swinton.....	Robinson.....	Robinson.....	Swinton.....	Swinton, Harper.
Merrill.....	Harrington.....	Harvey, Appleton.	Harper.....	Harper, Ray.....	Reed & Kellogg	Eclectic.
Milwaukee.....	Reed.....	Harvey.....	White.....	Ray.....	Swinton.....	Eclectic.
Mineral Point.....	Swinton.....	Appleton.....	White.....	White.....	Reed & Kellogg	Appleton.
Neeuh.....	Patterson, Swinton.	Appleton.....	Stoddard.....	Sheldon, Olney.	Reed & Kellogg	Swinton.
New London.....	Harrington.....	Appleton.....	French.....	French, Robinson.	Swinton.....	Harper, Guyot.
Oconto.....	Patterson.....	Appleton.....	Robinson.....	Barnes.....	Swinton.....	Cornell.
Oshkosh.....	Patterson.....	Swinton.....	Olney.....	Olney.....	Reed & Kellogg	New Eclectic.
Portage.....	Harvey.....	Harvey.....	Robinson.....	White.....	Harvey.....	Eclectic.
Prairie du Chien.....	Reed.....	Appleton.....	Robinson.....	Robinson.....	Swinton, Reed & Kellogg.	Swinton.
Racine.....	Swinton.....	Sheldon.....	Fish, Robinson.	Fish, Wentworth.	Swinton.....	Swinton.
Reedsburg.....	Patterson.....	Sheldon.....	Olney.....	Olney.....	Reed & Kellogg	Eclectic.
Ripon.....	Patterson.....	Appleton.....	Sheldon.....	Sheldon.....	Reed & Kellogg	Harper.
Sheboygan.....	Swinton.....	New National.	Sheldon, Olney.	Sheldon, Olney.	Reed & Kellogg	Harper, Swinton.
Stevens Point.....	Sheldon.....	McGuffey, Appleton.	Stoddard.....	Robinson, Wentworth.	Swinton.....	Harper, Guyot.
Sturgeon Bay.....	Swinton.....	Swinton.....	Robinson.....	Robinson.....	Swinton.....	Harper.
Watertown.....	Patterson.....	Appleton, Am. Educational.	Robinson.....	Robinson.....	Whitney, Swinton.	Harper, Colton.
Waupaca.....	Harrington.....	Appleton.....	Fish.....	Fish.....	Swinton.....	Harper.
Wausau.....	Harrington.....	McGuffey.....	Fish.....	Fish.....	Swinton.....	Harper.
Whitewater.....	Harrington, Sheldon.	Sheldon.....	Robinson.....	Robinson.....	Whitney, Knox	Harper.

Cities — Text-Books.

TABLE NO. XVII. — TEXT-BOOKS — Continued.

CITIES.	United States History.	Physiology.	Algebra.	Geometry.	Latin Grammar and Reader.	Natural Philosophy.
Antigo	Eclectic.....	Martin.....	Robinson.....	Wentworth.....	.....	Houston.
Appleton	Barnes, Ridpath	Smith, Martin..	Loomis, Wentworth.	Loomis, Welch.	Allen & Greenough, Leighton	.....
Baraboo	Barnes.....	Walker, "How we live."	Wentworth.....	Wentworth, Loomis.	Allen & Greenough.	Avery.
Beaver Dam	Venable.....	Hutchinson....	Wentworth....	Wentworth....	Allen & Greenough.	Avery.
Beloit	Anderson.....	Martin.....	Wentworth....	Wentworth....	Greenough.	Norton.
Berlin	Swinton, Johnston.	Hooker.....	Olney.....	Olney.....	Harkness.....	Cooley.
Broadhead vil.	Ridpath.....	Steele.....	Robinson.....	Olney.....	Allen & Greenough.	Avery.
Columbus	Barnes.....	Steele.....	Robinson.....	Olney.....	Harkness.....	Steele.
De Pere	Swinton.....	Martin.....	Olney.....	Olney.....	Greenough.	Avery.
Fond du Lac	Scudder.....	Smith, Martin..	Wentworth....	Wentworth....	Collar & Daniel	Steele.
Fort Howard	Swinton.....	Walker.....	Robinson.....	Welch.....	Harkness.....	Gage.
Grand Rapids	Anderson.....	Steele.....	Olney.....	Loomis.....	.....	Avery.
Green Bay	Barnes.....	Smith, Hutchin- son, Youman.	Robinson.....	Wentworth....	.....	Steele.
Hudson	Barnes.....	Hutchinson....	Davies.....	Wentworth....	Allen & Greenough.	Avery.
Janesville	Swinton.....	Smith, Cutter..	Robinson.....	Loomis.....	Harkness.....	Norton.
Kenosha	Barnes.....	Brown.....	Schuyler.....	Robinson.....	Harkness, Jones	Avery.
La Crosse	Scudder.....	Martin.....	Wentworth....	Schuyler.....	Harkness.....	Norton.
Madison	Barnes.....	Smith, Dalton..	Robinson.....	Wentworth....	Harkness.....	Cooley, Avery.
				Wentworth....	Allen & Greenough.	Gage.

Cities — Text-Books.

Marinette.....	Barnes.....	Hutchinson.....	Wentworth.....	Loomis.....	Harkness.....	Avery.....
Menasha.....	Barnes.....	Martin.....	Olney.....	Olney.....	Smith.....	Avery.....
Menomonie.....	Swinton.....	Smith, Martin.....	Robinson.....	Wentworth.....	Harkness.....	Steele.....
Merrill.....	Barnes.....	Smith, Walker.....	Ray.....	Robinson.....	.....	.....
Milwaukee.....	Barnes.....	Huxley, Younan.....	Loomis.....	Loomis.....	Allen & Greenough.....	.....
Mineral Point.....	Barnes.....	Hutchinson.....	Robinson.....	Robinson.....	.....	Gage.....
Neenah.....	Johnston.....	Martin.....	Robinson.....	Wentworth.....	Allen & Greenough.....	Gage.....
New London.....	Barnes.....	Steele.....	Robinson.....	Welch.....	.....	Gage.....
Oconto.....	Barnes.....	Steele.....	Olney.....	Olney.....	Harkness.....	Phillip, Jones.....
Oshkosh.....	Scudder.....	Hutchinson, Smith.....	Wentworth.....	Wentworth.....	.....	Avery.....
Portage.....	Barnes.....	.....	Robinson.....	Robinson.....	Allen & Greenough.....	Gage.....
Prairie du Chien.....	Barnes.....	Brown, Johnsonott.....	Robinson.....	Welch.....	Harkness.....	Norton.....
Racine.....	Barnes.....	Hutchinson, Smith.....	Robinson.....	Wentworth.....	Allen & Greenough.....	.....
Reedsburg.....	Barnes.....	Martin.....	Wentworth.....	Wentworth.....	Harkness.....	Cooley.....
Ripon.....	Johnston.....	Martin.....	Robinson.....	Wentworth.....	.....	Gage.....
Sheboygan.....	Barnes.....	Walker, Johnsonott.....	Sheldon.....	Brooks.....	Jones.....	Avery.....
Stevens Point.....	Johnston.....	Martin.....	Olney.....	Olney.....	Harkness, Jones.....	Avery, Gage.....
Sturgeon Bay.....	Barnes.....	Hutchinson.....	Loomis.....	Welch.....	Harkness.....	Avery.....
Watertown.....	Quackenbos, Johnston, Higginson.....	.....	Olney.....	Brooks.....	.....	Gage.....
Waupaca.....	Barnes, Eclectic.....	Science Primer.....	Robinson.....	Loomis.....	Allen & Greenough.....	Stewart.....
Wausau.....	Barnes.....	Hutchinson.....	Robinson.....	Robinson.....	Allen & Greenough.....	Avery.....
Whitewater.....	Barnes.....	Blaisdell.....	Robinson.....	Wentworth.....	.....	Avery.....
		Martin, Smith.....	Robinson.....	Welch.....	Allen & Greenough.....	Avery.....

Cities—Financial Statistics—Receipts.

TABLE NO. XIX.—1888.
CITIES—FINANCIAL STATISTICS—RECEIPTS.

CITIES.	Money on hand June 30, 1887.	From taxes levied for building and repairing.	From taxes levied for teachers' wages.	From taxes levied for apparatus and libraries.	From general tax for school purposes.	From taxes levied by county supervisors.	From income of state school fund.	From all other sources.	Total amount received during the year.
Antigo.....	\$1,662 96				\$4,754 96	\$346 43	\$1,094 29	\$1,028 80	\$9,387 44
Appleton.....	3,732 54				29,100 00	4,800 00	5,036 32	803 11	43,474 97
Baraboo.....	3,627 89				12,382 00	1,425 50	1,509 72	707 90	21,663 01
Beaver Dam.....	3,666 05				6,000 00	2,085 06	2,085 06	254 70	14,390 87
Beloit.....	9,284 76				10,000 00	3,109 90	2,288 61	496 71	24,179 98
Berlin.....	3,382 67				8,000 00	1,654 43	1,363 41	767 85	15,667 36
Brodhead village.....	815 24				2,715 00	497 30	760 54	229 50	5,017 53
Columbus.....	784 70				2,030 80	754 82	854 54	361 80	4,785 68
Depere.....	1,437 81				2,332 48	950 35	950 35	231 70	5,602 69
Fond du Lac.....	4,734 39				13,000 00	6,464 30	6,464 30	664 55	31,327 54
Fort Howard.....	2,308 01				4,845 57	1,781 89	1,972 54	23 25	10,931 26
Grand Rapids.....	3,000 00				2,900 00		215 70	128 44	6,244 14
Green Bay.....	2,621 76	\$850 00			8,523 80	3,146 77	8,746 75	2,139 97	21,029 05
Hudson.....	2,980 00	25,000 00			6,029 56	991 18	1,109 64	175 00	36,285 38
Janeville.....	8,718 66	12,000 00			13,800 00	4,937 42		548 68	39,704 76
Kenosha.....	3,604 23				5,000 00	2,200 00	2,442 33	60 00	13,506 56
La Crosse.....	81,789 75				85,000 00	8,699 00	10,812 98	634 39	86,936 55
Madison.....	7,380 81	5,000 00			19,626 72	5,132 00	5,981 71	40,736 61	88,866 85
Marnette.....	1,151 69				15,251 18	2,438 82	3,518 50		22,380 19

Cities—Financial Statistics—Receipts.

Menasha.....	722 61				4,125 00	600 00	987 61	215 70	6 650 93
Menomonie.....	7,785 55				10,000 00	1,803 25	2,202 55	191 45	28,083 80
Merrill.....	2,112 60				6,500 00	1,250 00	1,834 15	183 73	11,890 48
Milwaukee.....	146,450 47				280,850 00	18,000 00	82,754 60		528,455 07
Mineral Point.....	3,431 92				4,000 00	1,288 50	215 70	177 50	9,108 82
Neenah.....	4,918 27				8,850 14	2,451 36		1,855 70	17,005 47
New London.....	2,660 32				2,000 00	801 75		523 36	0,806 45
Oconto.....	4,491 78				1,406 04	1,757 55	881 02		9,617 74
Oshkosh.....	9,108 34	8,000 00			28,000 00	13,000 00	1,902 41		08,504 24
Portage.....	2,479 49				3,920 51	2,081 84	2,503 29	625 32	11,249 83
Prairie du Chien.....	8,535 85	973 00			2,200 00	1,321 12	1,522 27	205 20	9,889 45
Racine.....	6,568 89				21,500 00	8,690 00	18,611 90	357 21	64,232 89
Reedsburg.....	302 69	2,000 00			627 36	675 00	947 56	8,802 51	4,728 36
Ripon.....	6,240 33	200 00	\$3,000 00	\$50 00	1,305 92	1,272 97	1,679 17	175 75	13,937 91
Sheboygan.....	20,473 45	125 00			18,618 52	5,537 28	7,278 18	180 52	54,341 94
Stevens Point.....	2,659 46	11,000 00			8,000 00	8,201 55	3,201 55	2,294 55	31,645 21
Sturgeon Bay.....	667 01				2,600 00	673 16	884 56	3,402 65	4,985 73
Watertown.....	13,527 36				3,188 02	4,416 37	5,124 04	157 00	26,792 74
Waupaca.....	1,057 97	1,605 00			175 00	819 18	836 41	636 95	7,113 45
Wausau.....	4,770 89		2,000 00		7,615 25	326 81	3,522 96	619 89	20,416 20
Whitewater.....	5,647 34				6,771 19	1,647 01	2,079 51	4,180 29	16,403 72
Totals.....	\$348,815 01	\$66,733 00	\$5,000 00	\$50 00	\$023,749 52	\$123,674 07	\$201,660 44	\$74,638 84	\$1,444,340 89

Cities—Financial Statistics—Expenditures.

TABLE NO. XX.—1888.

CITIES—FINANCIAL STATISTICS—EXPENDITURES.

CITIES.	For building and re- pairing.	For apparatus and li- braries.	For services of male teachers.	For services of fe- male teachers.	For old indebtedness.	For furniture, regis- ters and records.	For all other pur- poses.	Total amount paid out during the year.	Money on hand, June 30, 1888.
Antigo.....	\$2,802 28	\$95 95	\$1,385 00	\$3,099 92	\$216 28	\$131 58	\$1,403 43	\$9,234 39	\$153 05
Appleton.....	2,375 09	827 87	5,199 98	16,559 94	7,637 38	510 37	7,282 91	40,393 54	8,081 43
Baraboo.....	443 79	174 15	1,200 00	6,483 75	5,228 55	122 75	1,969 49	15,622 48	6,040 53
Beaver Dam.....	1,723 54	25 00	1,200 00	5,100 00	.....	108 74	4,776 03	12,933 35	1,457 52
Beloit.....	733 24	84 20	2,200 00	7,669 00	.....	.....	3,134 07	13,820 51	10,359 47
Berlin.....	756 39	146 38	1,740 00	5,530 97	.....	94 15	2,231 12	10,519 01	5,148 35
Brodhead village	10 98	90 00	950 00	1,867 50	245 42	.....	525 35	3,696 75	1,820 83
Columbus.....	.....	.....	1,088 44	2,375 00	.....	184 73	837 75	4,515 92	2,269 74
Dopere.....	109 72	2 13	900 00	2,185 00	575 70	7 50	389 21	4,263 41	1,639 28
Fond du Lac.....	3,728 35	245 00	1,200 00	15,457 00	.....	285 00	5,206 61	26,181 96	5,145 58
Fort Howard.....	702 70	55 00	850 00	5,569 40	.....	186 74	1,810 61	9,274 45	1,656 81
Grand Rapids.....	486 23	67 00	1,050 00	2,700 00	.....	29 00	644 86	4,977 09	1,267 05
Green Bay.....	3,529 60	.....	1,500 00	9,574 24	2,051 00	477 19	3,119 85	20,251 88	777 17
Hudson.....	25,000 00	.....	1,044 00	4,404 97	.....	.....	2,500 00	32,048 97	8,830 41
Janesville.....	1,204 69	40 95	2,117 50	12,372 50	.....	421 19	4,936 04	21,092 87	18,611 80
Kenosha.....	300 00	18 00	1,500 00	5,725 00	.....	.....	2,237 37	9,780 37	8,726 19
La Crosse.....	3,010 19	88 13	11,547 50	31,626 47	.....	226 25	12,634 61	59,133 15	27,803 40
Madison.....	50,118 23	56 00	3,650 00	16,932 19	.....	3,356 27	1,474 71	75,387 40	8,279 45
Marquette.....	.....	.....	900 00	12,447 80	.....	1,079 10	5,041 48	19,468 38	2,911 81
Menasha.....	203 66	90 71	1,100 00	3,562 50	.....	142 51	429 50	5,528 86	1,122 04
Menomonee.....	2,357 82	70 00	2,265 00	8,830 00	.....	157 20	3,405 59	10,585 61	11,497 19

Cities—Teachers' Certificates, Normal School Teachers, Etc.

TABLE No. XXI.—1888.
CITIES—TEACHERS' CERTIFICATES, NORMAL SCHOOL TEACHERS, AND AVERAGE EXPERIENCE.

CITIES.	No. of State Certificates.	CERTIFICATES GRANTED.						CERTIFICATES REFUSED.				NORMAL SCHOOL TEACHERS.		AVERAGE EXPERIENCE.					
		Male Teachers.			Female Teachers.			Male Teachers.		Female Teachers.		No. of graduates of Normal Schools.	No. attended Normal Schools.	Average time in years male teachers remain.	Av. time in years female teachers remain.	Av. experience in years of male teachers.	Av. experience in years of female teachers.		
		1st grade.	2d grade.	3d grade.	1st grade.	2d grade.	3d grade.	1st grade.	2d grade.	3d grade.	Totals.								
		Totals.	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.								
Antigo.....	1	1			1						12			8	3	5	3		
Appleton.....	6	1	2		2	14	21				40			6	6	16	7		
Baraboo.....	3					16	16				16			4	4	13	7		
Beaver Dam.....	1	1			2	9	14				14			2	4	4	7		
Beloit.....	3	1			3	7	11				11	1		2	5	20	6		
Berlin.....	2				12	8	20				20			4	6	13	6		
Brothhead village.....				1	6	7	7				7	3	3	2	3	2	4		
Columbus.....	1	1			7	8	8				8	1	3	4	6	4	6		
Depere.....	4				3						3			4	4	4			
Fond du Lac.....					36						37			7	6	12	18		
Fort Howard.....	1				1	6	12				19			4	3	6	3		
Grand Rapids.....	2				6	1	12				12			4	10	5	10		
Green Bay.....	2				11	11	22				22	1	4	6	5	19	7		
Hudson.....					3	10	13				13			6	6	4	6		
Janesville.....	1		1		2	6	12				21	1			6	7	7		

Cities—Teachers' Certificates, Normal School Teachers, Etc.

Kenosha.....	1	1	2	18	15	6	6	2	4	6	7	10	8
La Crosse.....	1	9	4	67	80	...	...	3	20	6	3	12	4
Madison.....	...	...	...	32	...	...	...	1	5	7	8	10	7
Marquette.....	3	...	13	7	26	...	...	3	5	...	...	8	6
Menasha.....	3	...	...	8	...	...	...	2	5	8	6	6	6
Menomonie.....	3	2	2	19	21	...	...	5	3	4	2	5	3
Merrill.....	1	1	...	2	6	...	...	1	...	...	...	...	...
Milwaukee.....	5	...	...	39	...	...	120	175	...	15	5	14	6
Mineral Point.....	3	2	1	8	11	...	...	2	3	6	7	15	8
Neenah.....	3	1	...	18	...	...	...	...	2	6	8	10	8
New London.....	2	1	1	6	9	...	...	...	2	3	3	9	6
Oconto.....	1	2	2	3	14	...	...	4	...	3	3	...	...
Oshkosh.....	8	1	8	54	69	...	5	7	18	7	4	13	6
Portage.....	2	...	...	13	18	...	...	...	3	6	3	10	8
Prairie du Chien.....	3	...	4	10	15	...	1	1	2	2	4	5	7
Racine.....	5	3	...	17	20	...	1	5	8	5	5	9	7
Reedsburg.....	...	2	...	3	6	...	...	1	...	3	3	...	...
Ripon.....	2	...	...	...	...	...	...	...	5	5	4	4	5
Sheboygan.....	6	1	...	17	23	...	2	2	6	2	2	4	5
Stevens Point.....	1	...	2	20	22	...	...	3	6	7	4	8	5
Sturgeon Bay.....	1	...	...	6	7	...	...	2	3	5	2	6	5
Watertown.....	3	...	...	7	11	...	...	...	3	12	12	10	...
Waupaca.....	1	...	...	2	3	...	...	1	1	3	3	10	4
Wausau.....	...	2	1	3	19	...	...	...	5	8	5	6	8
Whitewater.....	6	2	...	7	10	...	...	1	9	4	2	10	3
Totals and averages	87	24	4	19	62	135	488	770	...	3	122	147	...
								255	159	4.8	4.8	9.1	6.4

Statistics of High Schools Aided by the State.

TABLE No. XXII.—1888.
STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE.

LOCATION.	NAME OF PRINCIPAL.	Year when the school was established as a free high school.	No. of male teachers.	No. of female teachers.	No. of male pupils not over twenty years of age.	No. of female pupils not over twenty years of age.	Whole number not over twenty years.	No. registered over twenty years of age.	Whole number of pupils registered.	Average daily attendance.	Number of days of high school.	No. of pupils in common branches only.	No. of pupils in algebra or geometry.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Ahnapee.....	C. J. Philips.....	1888	1	.....	14	13	27	.....	27	20	66	12	15
Alma.....	C. D. Kipp.....	1887	1	.....	23	23	46	.....	46	33	180	16	5
Antigo.....	John O'Hara.....	1884	4	1	17	31	48	1	49	35	180	.....	19
Ashland.....	J. M. Turner.....	1887	1	1	26	32	58	.....	58	41	190	20	38
Appleton.....	L. N. Stewart.....	1876	2	4	85	107	192	.....	192	141	175	120	35
Arcadia.....	J. H. Ackerman.....	1884	1	1	31	30	61	7	68	39	180	43	25
Argyle.....	S. H. Hilliard.....	1886	1	.....	12	14	26	.....	26	19	176	8	17
Augusta.....	L. W. Wood.....	1885	1	1	22	50	72	5	77	44	171	82	24
Avoca.....	P. S. Scanlan.....	1876	1	.....	14	20	34	.....	34	22	180	4	8
Baraboo.....	W. J. Brier.....	1877	1	2	21	34	55	3	58	46	173	.....	25
Bayfield.....	F. W. Denison.....	1887	1	.....	13	18	31	1	32	22	180	4	14
Beaver Dam.....	S. P. Withrow.....	1875	1	.....	32	44	76	.....	76	64	200	.....	30
Beloit.....	C. A. Hutchins.....	1868	2	2	22	59	81	3	84	58	185	.....	47
Berlin.....	A. F. Rote.....	1878	1	2	43	48	91	.....	91	68	180	.....	53

Statistics of High Schools Aided by the State.

Black Earth.....	1884	1	1	20	88	53	10	63	85	176	11	18
Black River Falls.....	1875	2	1	20	43	63	2	65	44	180	4	36
Bloomer.....	1880	1	1	21	21	61	8	50	27	160	15	19
Bloomington.....	1886	1	1	26	31	57	8	60	44	175	41	19
Boeocob.....	1875	1	1	28	28	48	8	51	38	182	15	46
Brandon.....	1877	1	1	21	36	57	5	62	32	190	4	15
Broadhead.....	1877	1	1	20	28	48	.....	48	42	180	23	41
Burlington.....	1877	1	1	27	44	71	.....	71	49	200	.....	33
Cadott.....	1884	1	1	9	14	23	.....	23	16	180	20	3
Chilton.....	1875	1	1	25	17	42	.....	42	32	200	17	21
Chippewa Falls.....	1877	1	8	55	61	116	.....	116	111	180	78	38
Clinton.....	1880	1	8	20	30	50	2	52	63	180	30	20
Clintonville.....	1883	1	.....	18	22	40	.....	40	24	179	15	13
Colby.....	1885	1	.....	19	16	35	.....	35	24	180	8	12
W. J. Pollock.....	1876	1	.....	27	25	52	.....	52	45	190	27	25
Darlington.....	1876	2	2	32	45	77	.....	77	65	190	27	37
Delavan.....	1877	2	.....	24	39	68	.....	63	43	180	15	16
Deperre.....	1879	1	1	14	25	39	.....	39	28	178	12	16
Dodgeville.....	1881	2	.....	37	57	94	10	104	77	179	39	42
Durand.....	1877	1	.....	20	27	47	.....	47	25	190	7	30
East Troy.....	1886	.....	2	.....	.....	79	.....	79	62	180	39	25
Eau Claire.....	1876	1	2	29	34	63	1	64	41	175	9	48
Edgerton.....	1884	1	.....	19	27	46	.....	46	35	180	.....	18
Elkhorn.....	1876	1	1	47	49	96	7	103	71	180	.....	55
Elroy.....	1876	1	1	30	52	82	4	86	58	180	42	20
Evansville.....	1876	1	1	12	38	50	.....	50	35	180	15	18
Fennimore.....	1881	1	.....	23	25	48	.....	48	30	140	84	14
Friendship.....	1887	1	1	9	24	33	2	35	30	160	8	.....
Fond du Lac.....	1876	1	3	46	96	142	2	144	103	195	.....	100
Fort Atkinson.....	1877	1	2	67	67	134	5	139	99	175	25	60
Fort Howard.....	1887	1	1	10	81	41	.....	41	38	190	.....	29
Fox Lake.....	1886	1	.....	21	18	39	5	44	29	167	6	16
Florence.....	1887	1	.....	22	14	36	.....	36	24	200	21	8
Geneva.....	1877	1	1	37	33	70	5	75	54	174	10	24
Glenbeulah.....	1878	1	1	10	22	32	.....	32	23	167	15	3
Grand Rapids.....	1877	1	1	36	38	74	1	75	55	177	25	28

Statistics of High Schools Aided by the State.

TABLE NO. XXII.—STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE — Continued — 1898.

LOCATION.	NAME OF PRINCIPAL.	Year when the school was established as a free high school.	No. of male teachers.	No. of female teachers.	No. of male pupils not over twenty years of age.	No. of female pupils not over twenty years of age.	Whole number not over twenty years.	No. registered over twenty years of age.	Whole number of pupils registered.	Average daily attendance.	No. of days of high school.	No. of pupils in common branches only.	No. of pupils in algebra or geometry.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Green Bay.....	J. C. Crawford	1877	1	3	29	44	73	73	73	48	195	4	29
Hartford.....	C. N. Boley.....	1885	1	1	17	23	40	41	41	27	178	7	15
Hazel Green.....	H. B. Lathe.....	1876	1	1	12	15	27	28	28	16	176	7	19
Highland.....	Dennis Murphy.....	1880	1	1	16	19	35	35	35	33	180	25	20
Hillsborough.....	Lee Swift.....	1876	1	1	12	20	32	32	34	26	180	19	14
Horicon.....	J. H. Dorse.....	1877	1	1	37	26	63	63	63	47	194	22	35
Hudson.....	T. B. Hartley.....	1883	1	1	26	37	63	64	64	47	180	8	56
Humbird.....	H. H. Hickok.....	1881	1	1	10	33	33	33	33	17	180	15	8
Janeville.....	C. H. Keyes.....	1878	2	2	30	71	101	101	101	83	190	61	61
Jefferson.....	H. F. Wieman.....	1886	1	1	25	29	54	54	54	42	200	4	50
Kenosha.....	C. H. Leach.....	1876	1	2	33	43	76	76	78	45	190	18	30
Kewaunee.....	M. McMahon.....	1875	1	1	22	24	46	46	46	37	192	10	10
Kiel.....	John C. Kamp.....	1885	2	2	22	12	34	34	34	22	200	5	7
Lake Mills.....	H. L. Terry.....	1876	1	1	16	34	50	50	51	34	178	5	19
Lancaster.....	E. E. McDermott..	1875	2	2	32	39	71	71	71	50	175	22	29

Statistics of High Schools Aided by the State.

Lodi.....	1875	1	1	38	50	86	1	89	56	178	31	88
Madison.....	1876	2	10	110	170	280	5	285	...	185	68	130
Marshall.....	1886	1	...	3	18	16	...	16	14	173	1	17
Marshfield.....	1876	1	1	25	47	72	8	75	48	180	88	17
Mayville.....	1877	2	...	27	25	52	...	52	39	200	29	24
Mazomanie.....	1876	1	1	25	52	77	3	80	58	176	18	44
Mazomash.....	1882	1	1	18	32	50	...	50	40	190	18	10
Merrill.....	1882	1	1	...	...	68	2	70	50	177	...	41
Merrillan.....	1888	1	1	12	21	33	1	34	22	175	14	9
Middleton.....	1878	1	...	9	13	22	...	22	14	174	5	26
Mineral Point.....	1875	2	...	24	63	87	...	87	64	180	33	92
Monroe.....	1866	1	2	43	65	108	12	120	104	180	30	13
Montello.....	1877	1	...	15	24	39	...	39	29	180	26	24
Montfort.....	1886	1	...	22	31	53	1	54	38	160	29	23
Mt. Hope.....	1877	1	2	18	23	41	7	48	45	160	25	4
Musconda.....	1877	2	2	88	99	187	2	188	180	180	183	29
Necedah.....	1877	1	1	1	28	48	1	49	27	185	29	29
Neeah.....	1876	1	2	26	46	72	...	72	67	185	...	55
Neenah.....	1874	1	2	33	69	102	1	103	72	180	...	20
Neillsville.....	1876	1	1	1	26	29	...	55	44	180	16	16
New Lisbon.....	1883	1	1	28	27	55	...	55	37	177	...	23
New Richmond.....	1885	1	1	35	50	85	4	89	56	159	12	23
Oconto.....	1880	2	...	32	34	66	...	66	53	195	42	24
Oregon.....	1876	1	1	27	42	69	1	70	51	180	20	28
Oshkosh.....	1879	1	1	25	25	50	...	50	42	180	21	15
Pepin.....	1877	1	4	50	84	134	1	135	113	193	...	70
Pewaukee.....	1875	1	...	17	10	27	...	27	16	180	18	13
Plymouth.....	1876	1	...	15	15	30	...	30	20	180	17	42
Portage.....	1877	1	...	29	36	65	5	70	45	175	25	42
Port Washington.....	1877	1	2	54	71	125	...	125	91	200	34	42
Potosi.....	1883	1	...	24	28	52	...	52	47	160	32	20
Poyette.....	1882	1	2	17	23	40	...	40	30	173	13	6
Prairie du Chien.....	1882	1	1	29	22	51	1	52	36	180	7	20
Prescott.....	1886	1	1	16	43	59	...	59	33	196	16	18
Prairie du Sac.....	1881	2	...	27	23	50	...	50	33	160	17	13
...	1887	1	...	37	33	70	...	70	43	175	50	10

Statistics of High Schools Aided by the State.

TABLE No. XXII.—STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE — Continued — 1888.

LOCATION.	NAME OF PRINCIPAL.	3	4	5	6	7	8	9	10	11	12	13	14
1	2	Year when the school was established as a free high school.	No. of male teachers.	No. of female teachers.	No. of male pupils not over twenty years of age.	No. of female pupils not over twenty years of age.	Whole number not over twenty years of age.	No. registered over twenty years of age.	Whole number of pupils registered.	Average daily attendance.	Number of days of high school.	No. of pupils in common branches only.	No. of pupils in algebra or geometry.
Racine.....	A. R. Sprague.....	1878	3	1	52	80	132	...	15	110	200	...	85
Reedsburg.....	A. B. West.....	1878	2	1	34	34	68	...	68	44	180	6	24
Ricland Center.....	H. R. Smith.....	1875	1	1	38	69	107	8	115	90	180	14	49
Ripon.....	M. H. McMahon.....	1877	1	1	13	30	43	4	47	38	180	...	29
River Falls.....	A. W. Burton.....	1885	2	...	...	...	...	2	...	35	180	60	11
Sauk City.....	C. F. Ninnan.....	1877	1	...	35	34	69	...	69	35	197	...	20
Sextonville.....	J. W. Burns.....	1878	1	1	12	16	28	20	48	22	140	5	7
Seymour.....	W. E. Penbleton.....	1887	1	1	8	17	25	...	25	13	180	25	...
Sharon.....	J. G. Skeels.....	1891	1	1	...	...	...	...	...	...	180	40	...
Shawano.....	L. D. Roberts.....	1879	1	...	18	27	45	...	45	29	180	19	18
Sheboygan.....	E. G. Haylett.....	1877	2	1	21	43	64	2	66	54	196	21	27
Sheboygan Falls.....	L. M. Roberts.....	1877	1	1	21	21	42	...	42	32	176	...	...
Shullsburg.....	Howard Silver.....	1876	1	1	23	28	51	...	51	45	180	30	21
Sparta.....	L. H. Clark.....	1876	1	3	64	72	136	6	142	99	179	26	80
Spring Green.....	J. H. Terry.....	1878	2	...	8	21	29	...	29	17	180	8	10
Stevens Point.....	F. W. Cooley.....	1876	1	2	21	50	71	...	71	60	190	12	31
Stockbridge.....	W. B. Minaghan.....	1875	1	1	27	32	59	...	59	31	140	44	11

Statistics of High Schools Aided by the State.

Stoughton.....	1876	1	1	36	64	100	7	107	63	180	17	80
Sturgeon Bay.....	1878	1	1	13	17	80	...	80	...	186	...	19
Sun Prairie.....	1883	1	...	24	82	56	...	56	25	180	82	24
Tonah.....	1876	1	2	80	56	86	...	86	60	180	86	25
Two Rivers.....	1877	1	...	18	13	81	...	31	24	200	6	11
Unity.....	1880	1	...	...	...	25	2	27	14	177	2	7
Vireque.....	1875	1	2	25	68	93	5	98	72	176	46	53
Walworth.....	1881	1	...	22	10	32	3	85	19	180	19	5
Waterloo.....	1887	1	...	23	27	49	...	49	38	173	2	18
Watertown.....	1876	3	1	81	92	178	...	178	121	200	58	95
Waupaca.....	1876	1	2	...	...	...	1	...	...	180	60	26
Waupun, Dodge Co.....	1877	1	...	26	30	56	5	61	88	190	13	19
Waupun, Fond du Lac.....	1878	1	1	10	23	33	...	33	27	200	6	25
Wausau.....	1884	2	1	...	...	...	...	...	51	180	31	26
Wauwatosa.....	1877	1	1	31	38	69	...	69	54	178	21	27
Westfield.....	1882	1	1	20	37	57	1	58	50	160	...	18
West Salem.....	1875	1	...	17	20	87	2	89	26	180	...	22
Whitewater.....	1886	2	1	30	32	71	2	73	54	198	...	32
Wineawa.....	1876	1	...	21	26	47	1	48	27	180	17	7
West Bend.....	1887	2	...	20	24	44	...	44	35	200	30	15
West De Pere.....	1878	1	...	...	...	...	...	...	...	...	...	15
Totals and averages.....		163	134	3,301	4,846	8,519	220	8,736	54 24 640	2,736	8,711	

TOWN HIGH SCHOOLS.												
Premont.....	1886	1	...	12	14	26	...	26	19	180	8	12
Little Wolf.....	1886	1	...	15	16	31	1	32	18	160	...	9
Marshall.....	1886	1	1	25	80	35	4	59	36	180	30	24
Wayauwaga.....	1887	1	...	17	28	40	...	40	29	177	...	26
Totals and averages.....		4	1	60	83	152	6	157	25	697	38	71

Statistics of High Schools Aided by the State.

TABLE NO. XXII.—STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE — Continued —1888.

LOCATION.	1											26
	No. of pupils in natural sciences, including physical geography and physiology.	No. of pupils in modern languages.	No. of pupils in ancient languages.	Average age of pupils on entering the high school.	Average age of pupils on leaving the high school.	No. of male graduates past year.	No. of female graduates past year.	Total number of male graduates.	Total number of female graduates.	Salary paid to principal.	Whole amount paid for instruction.	Amount received for tuition.
Alnapsee.....	15	.....	.....	15	17	.....	2	.....	2	\$307	\$307	\$72
Alma.....	25	.....	.....	.....	16	1	1	1	1	800	800	48
Antigo.....	49	.....	.....	14	17	1	1	4	13	800	1,002	20
Ashland.....	58	8	6	13	17	2	2	2	1	1,500	2,070	.....
Appleton.....	39	74	16	13	17	3	3	50	48	1,400	3,730	400
Arcadia.....	30	41	.....	14	18	2	3	19	16	800	940	295
Argyle.....	18	.....	.....	14	17	5	2	5	5	630	812	52
Augusta.....	28	.....	.....	15	18	3	3	3	11	1,200	1,650	443
Avoca.....	22	.....	.....	14	17	2	1	11	16	500	500	29
Baraboo.....	49	4	12	16	18	.....	1	.....	.....	1,200	2,010	241
Bayfield.....	38	.....	.....	15	19	.....	3	.....	.....	900	900	.....
Beaver Dam.....	35	21	17	16	18	3	3	37	52	1,200	2,200	39
Beloit.....	69	22	52	15	19	1	4	.....	.....	1,600	3,250	.....
Berlin.....	80	14	20	15	18	10	8	74	129	1,200	2,300	460
Black Earth.....	33	1	.....	15	18	2	2	4	5	700	835	95

Statistics of High Schools Aided by the State.

Black River Falls.....	30	14	11	16	18	1	7	23	47	1,500	1,640	97
Bloomer.....	19	.....	.....	14	17	3	2	1	8	625	682	27
Bloomington.....	36	.....	.....	15	18	2	2	18	28	800	900	271
Boscobel.....	47	.....	.....	14	16	1	.....	18	86	1,200	1,000	.....
Brandon.....	19	.....	.....	14	16	3	4	12	28	718	713	115
Brodhead.....	52	18	9	14	17	4	5	21	54	850	1,210	229
Burlington.....	17	.....	.....	15	18	1	1	2	3	1,050	1,500	215
Cadott.....	29	.....	.....	14	16	3	3	12	14	720	725	.....
Chilton.....	55	.....	.....	14	18	3	3	.....	.....	850	875	290
Chippewa Falls.....	30	.....	15	14	18	3	5	.....	.....	1,650	2,955	850
Clinton.....	25	.....	.....	14	17	1	3	4	16	800	800	160
Colby.....	27	.....	.....	14	17	2	3	.....	.....	675	675	20
Columbus.....	52	5	20	15	17	3	.....	2	3	850	850	.....
Darlington.....	36	20	24	14	17	6	5	30	46	1,100	1,100	145
Delavan.....	48	4	11	14	16	1	1	33	64	1,050	1,552	208
De Pere.....	20	4	12	13	.....	.....	1	31	68	900	1,440	58
Dodgeville.....	65	40	.....	15	19	11	2	.....	.....	900	1,350	55
Durand.....	87	.....	.....	13	17	3	3	27	13	1,300	1,785	513
East Troy.....	57	.....	.....	15	18	4	4	6	9	760	760	66
Eau Claire.....	28	14	34	15	19	2	1	4	4	800	1,070	108
Edgerton.....	102	20	65	14	17	3	2	11	31	1,500	2,650	5
Elkhorn.....	40	.....	.....	14	18	2	5	13	17	800	800	40
Elroy.....	11	16	12	14	18	.....	.....	33	46	1,150	1,585	400
Evansville.....	18	48	.....	14	17	.....	.....	6	13	1,100	1,460	178
Fennimore.....	25	.....	.....	15	18	.....	.....	26	39	860	1,295	42
Friendship.....	110	37	60	15	18	.....	.....	.....	.....	600	600	44
Fond du Lac.....	114	15	.....	15	18	6	14	74	192	480	600	43
Fort Atkinson.....	41	.....	.....	14	19	3	4	58	99	1,200	3,100	405
Fort Howard.....	33	.....	.....	15	17	.....	5	.....	5	1,600	2,500	425
Fox Lake.....	12	.....	.....	14	18	3	5	.....	8	950	1,650	20
Florence.....	65	18	7	12	.....	.....	.....	4	2	800	800	80
Genoa.....	29	.....	.....	16	19	4	4	4	2	1,000	1,000	.....
Glenbeulah.....	14	23	.....	13	17	.....	.....	18	17	1,200	2,075	262
Grand Rapids.....	53	8	.....	15	19	1	3	20	10	562	600	42
Green Bay.....	15	50	.....	15	17	2	2	14	33	1,000	.....	129
								20	60	1,500	2,632	14

Statistics of High Schools Aided by the State.

	106	64	120	15	18	4	5	96	104	1,500	6,974	584
Madison.....	40	29	4	2	18	2	3	28	27	1,000	1,860	280
Mauston.....	11	31	14	13	18	1	5	12	13	1,000	1,200	270
Marshfield.....	43	81	9	14	18	2	2	5	26	852	852	179
Mazomanie.....	10	10	9	14	18	2	7	4	30	800	1,120	179
Menasha.....	70	19	19	14	16	2	2	17	8	1,100	1,600	20
Merrill.....	19	12	14	14	17	1	1	8	1	900	1,350	20
Merrillan.....	7	84	31	14	18	1	2	19	33	800	1,000	550
Middleton.....	47	42	31	14	17	1	2	19	1	550	1,540	204
Mineral Point.....	90	25	17	14	18	12	14	77	97	1,000	1,540	204
Monroe.....	39	18	15	14	18	6	3	18	17	1,100	2,120	800
Montello.....	25	189	17	17	18	3	1	5	1	800	800	20
Montfort.....	48	19	20	15	19	3	4	1	8	480	500	164
Mt. Hope.....	23	43	17	15	18	1	1	3	17	500	500	41
Muscoda.....	103	39	9	14	18	3	3	9	33	700	1,600	25
Necedah.....	50	30	8	14	18	1	5	11	23	1,100	2,250	212
Neenah.....	77	66	13	13	17	6	8	5	18	1,000	1,405	68
Neillsville.....	50	17	15	15	17	1	3	9	6	950	1,310	89
New Lisbon.....	50	30	14	14	18	3	3	2	12	720	1,160	233
New London.....	66	66	8	13	17	6	8	17	12	1,000	1,362	130
New Richmond.....	50	17	15	15	18	4	3	15	47	742	1,030	82
Oconto.....	14	80	50	15	18	4	3	14	17	600	870	130
Oregon.....	80	16	10	15	19	2	5	60	132	1,750	4,050	41
Oshkosh.....	6	13	15	15	17	1	1	6	8	630	630	41
Pepin.....	13	45	14	14	16	3	2	1	1	665	675	25
Pewaukee.....	45	16	10	14	18	5	11	42	20	810	810	204
Plymouth.....	91	20	21	14	18	5	11	54	90	1,350	2,350	152
Portage.....	20	40	10	13	17	1	1	7	10	950	1,250	15
Port Washington.....	21	10	6	14	18	2	7	10	11	675	675	242
Potosi.....	26	10	9	13	18	2	3	7	8	810	1,125	69
Poynette.....	42	17	13	14	18	3	3	7	11	1,000	1,420	115
Prairie du Chien.....	15	28	45	13	15	4	15	80	217	950	1,450	253
Prairie du Sac.....	112	28	45	13	15	4	15	80	217	588	588	115
Racine.....	112	28	45	13	15	4	15	80	217	1,700	3,750	253

Statistics of High Schools Aided by the State.

TABLE No. XXII.—STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE.—Continued.—1888.

LOCATION.	1												26
	15	16	17	18	19	20	21	22	23	24	25	26	
	No. of pupils in natural sciences, including physical geography and physiology.	No. of pupils in modern languages.	No. of pupils in ancient languages.	Average age of pupils on entering the high school.	Average age of pupils on leaving high school.	No. of male graduates past year.	No. of female graduates past year.	Total number of male graduates.	Total number of female graduates.	Salary paid to principal.	Whole amount paid for instruction.	Amount received for tuition.	
Reedsburg	47	15	.....	13	16	1	1	18	14	\$1,000	\$1,360	\$172
Richland Center	88	.....	.....	14	18	5	2	21	18	1,100	1,460	153
Ripon	38	.....	.....	17	18	4	7	4	7	900	1,305	.....
River Falls	14	3	3	.....	.....	.....	4	2	6	1,000	1,450	170
Sauk City	69	69	.....	13	16	3	.....	5	10	850	850	73
Sextonville .....	.....	.....	.....	13	.....	.....	.....	.....	.....	420	578	34
Seymour	25	.....	.....	15	.....	.....	.....	.....	.....	630	900	25
Sharon	28	14	.....	.....	.....	3	5	14	11	675	1,012	109
Shawano	21	.....	.....	13	17	1	4	4	.....	1,000	1,000	16
Sheboygan	25	8	13	14	17	.....	8	14	36	1,600	2,950	15
Sheboygan Falls	42	.....	9	15	19	1	2	27	37	720	1,170	72
Shullsburg	16	5	8	14	17	.....	3	.....	.....	900	1,280	50
Sparta	110	30	70	15	19	2	7	26	60	1,350	.....	496
Spring Green	20	.....	.....	14	18	3	.....	.....	.....	.....	.....	100
Stevens Point	31	10	38	15	18	4	9	27	63	1,400	2,350	120	
Stockbridge	13	41	.....	15	.....	.....	.....	.....	.....	535	548	34

Statistics of High Schools Aided by the State.

Stoughton.....	80	5	14	18	15	1	15	1,200	1,605	188		
Sturgeon Bay.....	80	.....	14	18	8	4	8	900	1,200	115	
Sun Prairie.....	56	.....	14	19	2	1	9	900	900	56	
Tonah.....	50	9	22	15	19	.....	.....	1,100	1,910	280
Two Rivers.....	25	.....	14	17	1	4	10	1,100	1,100	40	
g. Unity.....	25	4	.....	13	17	1	5	720	720	77	
g. Viroqua.....	58	21	15	15	19	5	15	900	1,710	562		
Walworth.....	14	33	2	13	18	.....	.....	540	850	49
Waterloo.....	40	4	.....	13	17	2	30	12	850	127	
Watertown.....	115	123	15	14	16	8	32	66	1,600	3,750	431	
Waupaca.....	40	22	13	17	6	24	23	930	1,544	256	
Waupun (Dodge).....	31	13	12	14	18	4	9	23	930	930	256	
Waupun (Fond du Lac).....	27	14	17	3	4	9	19	800	1,050	35	
Wausau.....	46	24	14	18	2	7	12	1,125	1,785	23	
Wauwatosa.....	39	14	18	2	5	8	39	1,200	1,605	480	
Westfield.....	13	.....	12	19	.....	4	.....	720	798	215
West Salem.....	39	16	18	1	6	7	25	800	800	215	
Whitewater.....	60	32	29	17	2	2	.....	1,350	2,350	64	
Wonecwo.....	23	.....	13	17	1	.....	10	675	675	54
West Bend.....	13	35	16	17	3	3	5	1,200	1,700	282	
West Depere.....	21	.....	15	13	18	.....	.....	900	1,350	37
Totals and averages.....	5,487	1,796	1,272	14+	17+	298	450	1,981	3,546	\$133,134	\$191,176	\$18,089

TOWN HIGH SCHOOLS.

Fremont.....	6	14	17	1	1	1	\$600	\$600	.....
Little Wolf.....	32	14	17	1	1	1	480	480	.....
Marshall.....	29	16	17	1	1	1	900	913	\$18
Weyauwega.....	40	14	17	1	1	1	605	605	.....
Totals and averages.....	107	82	14.5	17	1	1	\$2,585	\$2,598	\$18

Statistics of High Schools Not Aided by the State.

TABLE NO. XXIII — 1888.
STATISTICS OF HIGH SCHOOLS NOT AIDED BY THE STATE.

LOCATION.	NAME OF PRINCIPAL.	Year when the school was established as a high school.	No. of male teachers.	No. of female teachers.	No. of male pupils not over 20 years of age.	No. female pupils not over 20 years of age.	Whole number not over 20 years.	No. registered over 20 years of age.	Whole number of pupils registered.	Average daily attendance.	No. of days of high school.	No. of pupils in common branches only.	No. of pupils in algebra or geometry.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
La Crosse	Albert Hardy.....	1876	3	6	80	104	184	1	185	151	195	.....	129
Menomonic.....	R. B. Dodgeon .....	.....	1	3	48	66	114	2	116	84	180	17	41
Milwaukee	G. W. Peckham.....	.....	8	7	236	277	513	.....	513	409	196	.....	279
Totals and av's....	.....	.....	12	16	364	447	811	3	814	215	571	17	449

Statistics of High Schools Not Aided by the State.

TABLE NO. XXIII.—STATISTICS OF HIGH SCHOOLS NOT AIDED BY THE STATE — Continued — 1898.

LOCATION.	No. of pupils in natural sciences, including physical geography and physiology.		No. of pupils in modern languages.		No. of pupils in ancient languages.		Average age of pupils on entering the high school.		Average age of pupils at leaving high school.		No. of male graduates past year.		No. of female graduates past year.		Total number of male graduates.		Total number of female graduates.		Salary paid to principal.		Whole amount paid for instruction.		Amount received for tuition.	
	15	16	16	17	17	18	19	20	21	22	23	24	25	26	26	25	24	23	22	21	20	19	18	17
1																								
La Crosse.....	149	70	75	15	19	4	9	29	72	\$1,200	\$4,225	\$48												
Menomonic.....	97	.....	32	13	18	3	7	28	42	1,500	2,775	189												
Milwaukee.....	305	198	93	15	20	16	27	96	209	2,500	14,575	235												
Totals and averages.....	551	268	200	14	19	23	44	153	323	\$5,200	\$21,575	\$492												

*Colleges and Universities.*TABLE NO. XXIV.—1888.
COLLEGES AND UNIVERSITIES.

INSTITUTION.	Location.	President of Board of Trustees.	President of Faculty.	Year of foundation.	Religious Denomination.	Number of instructors.
1	2	3	4	5	6	7
Carroll College.....	Waukesha	Lewis A. Proctor ..	W. L. Rankin	1846	Presbyterian.....	4
Milton College.....	Milton.....	E. B. Rogers.....	W. C. Whitford	1867	Seventh Day Baptist.....	9
Milwaukee College.....	Milwaukee	Wm. P. McLaren..	Chas. S. Farrar.....	1852	Non-sectarian	13
St. Lawrence College...	Mt. Calvary...	Lawrence Vorwerk	Lawrence Vorwerk	1861	Order of Capuchin Fathers	12
Total.....	.....	.....	.....	.....	.....	88

Colleges and Universities.

TABLE No. XXIV.—COLLEGES AND UNIVERSITIES — Continued — 1898.

INSTITUTION.	No. of Students in College Classes.						No. of students not in regular classes.		No. of students in the preparatory classes.		Whole number of students in attend- ance.			No. of candidates for degree of A. B.		No. of candidates for degree of B. S.		No. of candidates for second degree.		No. of graduates at last commencement.		Whole number of gradu- ates since foundation.		No. of years in preparatory course.		No. of years in other aca- demic courses.		No. of years in each col- legiate course.		
	Freshmen.		Sophomore.		Junior.		Senior.		Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	No. of years in preparatory course.	No. of years in other aca- demic courses.	No. of years in each col- legiate course.							
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.																						
1	8						9		10	11	12		13	14	15	16	17	18	19	20										
Carroll College.....	19	32	20	8	10	7	9	65	91	101	127	228	111	68	43	111	86	4	4	4	4	4	4	4	4	4	4	4	4	
Milton College.....	15	19	12	8	4	3	5	6	102	232	232	103	103	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Milwaukee College.....	12	9	11	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	
St. Lawrence College.....	10	20	8	11	11	11	11	26	103	103	103	103	103	103	103	103	103	103	103	103	103	103	103	103	103	103	103	103	103	103
Totals.....	44	34	59	37	20	24	23	24	98	194	272	402	674	3	9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	

Colleges and Universities.

TABLE No. XXIV.—COLLEGES AND UNIVERSITIES — Continued — 1888.

INSTITUTION.	No. of weeks in scholastic year.	No. of volumes in college library.	No. of volumes added during yr.	No. of volumes in society libraries.	No. of scholarships used the past yr.	No. of acres occu- pied by site.	No. of acres owned, not including site.	Cash value of site.	Cash value of acres owned, not in- cluding site.	Cash value of buildings.	Cash value of ap- paratus, cabinets, and furniture.	Amount of endow- ment and other funds.	Amount of contri- butions the past year.	Amount of income from endow- ment and other funds.
1	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Carroll College	40	500	.....	.....	2	10	.....	\$15,000	.....	\$1,500	\$1,000	\$18,005	\$3,940	\$966
Milton College	39	2,455	568	861	.....	8	100	3,000	\$1,000	27,000	7,000	32,543	10,563	852
Milwaukee College	40	2,843	.....	.....	.....	.....	.....	3,000	.....	30,000	2,000	.....	250	.....
St. Lawrence College	42	1,850	50	630	.....	15	80	500	2,000	40,000	2,100	.....	.....	.....
Totals	161	7,648	616	1,481	2	28	180	\$21,500	\$3,000	\$98,500	\$12,100	\$50,638	\$14,752	\$1,818

Colleges and Universities.

TABLE No. XXIV.—COLLEGES AND UNIVERSITIES — Continued — 1888.

INSTITUTION.	35	36	37	38	39	40	41	42	43	44
	Amount of income from tuition and incidental fees.	Whole amount of income.	Tuition in collegiate department for year.	Tuition in preparatory department for year.	Cost of board and lodging per year.	Amount paid for instruction the past year.	Amount paid for building and repairs the past year.	Amount paid for incidental expenses the past year.	Whole amount of expenses the past year.	Date of next commencement.
1										
Carroll College.....	\$2,207	\$3,653	\$32	\$25	\$180	\$3,175	\$2,100	\$692	\$3,867	June 27
Milton College.....	3,181	7,564	32	60	85	3,981	.....	663	4,747	June 27
Milwaukee College.....	16,133	.....	70	60	240	11,950	300	.....	13,276	June 11
St. Lawrence College.....	10,000	.....	.....	.....	.....	500	1,500	800	7,800	.....
Totals.....	\$31,511	\$11,217	\$134	\$85	\$455	\$19,606	\$3,900	\$2,155	\$29,690	.....

*Academies.*TABLE NO. XXV.—1888.
ACADEMIES.

INSTITUTION.	Location.	President of Board of Trustees.	Principal.	Year of foundation.	Religious Denomi- nation.	Number of instruct- ors.
1	2	3	4	5	6	7
German and English Academy.....	Milwaukee.....	Henry Mann.....	Herman Dörner.....	1851	None.....	9
Mission House.....	Franklin.....	H. A. Muehlmeier.	H. A. Muehlmeier.	1862	Reformed Church.	7
Rochester Seminary.....	Rochester.....	G. H. Hubbard.....	S. W. Mauck.....	1867	Free Will Baptist..	8
St. Catharine's Academy.	Racine.....	M. Hyacinthe.....	.....	1866	Roman Catholic....	11
Seminary of St. Francis.	St Francis.....	J. Rainer.....	J. Rainer.....	1856	Catholic.....	11
Total.....	.....	.....	.....	.....	.....	30

Academies.

TABLE No. XXV.—ACADEMIES — Continued — 1893.

INSTITUTION.	No. of students in academic classes.		No. of students not in regular classes.		No. of students in preparatory classes.		Whole number of students past year.		No. of students who graduated past year.		No. of graduates since foundation.		No. of students in English course.		No. of students in classical course.		No. of students in modern languages.		No. of students in natural sciences.		No. of students preparing to enter college.		No. of years in academy to course.		No. of weeks in scholarship year.		No. of volumes in academic library.		No. of volumes added the past year.		No. of volumes in society libraries.		No. of scholarships used the past year.		No. of acres of land occupied by site.		No. acres of land owned, not including sites.			
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36				
German and English Academy.	25	15			7	4	108		7	2			108			108	40		4	44	800																			
Mission House.	35		4		25		85		6		49								5	38	4,300																			
Rochester Seminary.	12	15	104				184		1	2									4	38	150																			
St. Catharine's Academy.							120												4	44	2,300																			
Seminary of St. Francis.							212														42	12,000	50																	
Totals.	72	30	108		32	4	709		14	4	49		108			108	40		17	206	19,550	50																		

Academies.

TABLE NO. XXV.—ACADEMIES — Continued — 1888.

INSTITUTION.						
	27	28	29	30	31	32
	Cash value of site.	Cash value of land owned, not including site.	Cash value of buildings.	Cash value of apparatus and cabinets.	Amount of endowment and other funds.	Income from tuition and incidental fees.
	33	Whole amount of income the past year.				
1	33	32	31	30	31	32
German and English Academy	\$24,000	.....	\$11,000	.....	.....	.....
Mission House	1,000	.....	5,000	.....	.....	.....
Rochester Seminary	40,000	\$2,000	35,000	\$150	.....	\$600
St. Catharine's Academy	1,000	30,000	150,000	.....	.....	30,000
Seminary of St. Francis .....	.....	.....	.....	.....	.....	.....
Totals	\$60,000	\$32,000	\$201,000	\$150	.....	\$30,000
						\$4,547
						\$4,547

*Academies.*TABLE No XXV — ACADEMIES — Continued — 1888.
Page 4

INSTITUTION.	Tuition and incidental fees for the year.		Cost of board and lodging for the year.		Amount paid for instruction the past year.		Amount paid for building and repairs the past year.		Amount paid for incidental expenses the past year.		Whole amount of expenses the past year.		Date of next closing exercise.
	34	35	36	37	38	39	40						
1													
German and English Academy	\$4,800	\$250	\$6,332	\$748	\$707	\$7,548	June 29						
Mission House			1,803			7,000	June 13						
Rochester Seminary	1,150	100	1,030	800	80	1,200	June 28						
St. Catharine's Academy		140											
Seminary of St. Francis		165											
Totals	\$6,040	\$555	\$9,165	\$1,548	\$847	\$15,008							

Distribution of Dictionaries.

TABLE NO. XXVII.

DISTRIBUTION OF DICTIONARIES.

Statement showing the counties, towns and districts which have been supplied with dictionaries from October 1, 1886 to September 30, 1888.

COUNTIES.	TOWNS.	Depart- ments.	No. of dis- trict.	No. of copies.
Adams	Lincoln		5	1
Ashland	Butternut		1,6,7,8	4
	Jacobs		8,5	2
	Vaughn		1	6
Barron	Barron		2	1
	Barron, Stanfold		1	1
	Cedar Lake		8	1
	Clinton		5	1
	Cumberland		13,14	2
	Cumberland, city	2		2
	Maple Grove		7	1
	Oak Grove		2	1
	Stanfold		1,3,8	8
	Turtle Lake		5,6	2
	Vance Creek		2	1
Brown	Depere		1	1
	Ft. Howard, city	1		1
	Green Bay, city	2		2
Buffalo	Lincoln		1	1
Burnett	Grantsburg		8	1
	Marshfield		4	1
Chippewa	Anson		4	1
	Auburn		5	1
	Big Bend		9	1
	Bloomer		14,16	2
	Cadott, village	1		1
	Chippewa Falls, city	2		2
	Cleveland		5,7	2
	Edson		4,13	2
	Edson, village, Boyd		2	2
	Flambeau		2	1
	La Fayette		14	1
	Lawrence		2	1
	Sigel		7	1
Clark	Levis, Washburn		1	1
	Mentor, Garden Valley		1	4
	Neillsville, city		4	1
	Thorp, Withee		1	2
	Withee		5,6	2
Columbia	Hampden		1	1
Crawford	Haney, Clayton		9	1

Distribution of Dictionaries.

TABLE No. XXVII.—DISTRIBUTION OF DICTIONARIES — Continued

COUNTIES.	TOWNS.	Depart- ments.	No. of dis- trict.	No. of copies.
Dane	Blue Mounds, Perry		6	1
	Christiana		1,5	2
	Dunkirk		3	1
	Madison, city	1		1
	Medina			1
	Montrose, Exeter		4	1
	Oregon, Montrose		11	1
	Stoughton, city	1		1
	Sun Prairie, village	1	2	1
	Beaver Dam		5	1
Dodge	Clyman, Emmet		1	1
	Elba, Portland		8	1
	Hustisford, Lebanon		5	1
	Oak Grove		7	1
	Rubicon		9	1
	Trenton		6	1
	Brussels		4	1
	Jacksonport		1	1
Douglas	Brule		1,2,3	3
	Nebagamain		2	1
	Superior		2	5
Dunn	Menomonie, city	1		1
	Rock Creek		5	1
	Tiffany		6	1
	Weston		8	1
Eau Claire	Brunswick		1,7	2
	Ludington		7	1
	Pleasant Valley		7	1
	Washington		11	1
	Commonwealth		1,3,4	4
Florence	Marshfield		6	1
	Oakfield, Lamartine		11	1
	Waupun		2,12	2
Forest	Gagen		3	1
	Pelican			3
	Mifflin, Clifton		1	1
Grant	Mt. Hope		4	2
	Watertown		2	1
	Wingville			1
	Jordan		8	1
Green Lake	Mt. Pleasant		5	1
	Berlin, city	3		3
	Green Lake, Mackford		18	1
	Kingston		2	1
Jackson	Alma, Garden Valley		1	2
	Garfield		1	1
	Melrose		9	1

Distribution of Dictionaries.

TABLE NO. XXVII.—DISTRIBUTION OF DICTIONARIES.—Continued.

COUNTIES.	TOWNS.	Departments.	No. of district.	No. of copies.
Jackson.....	Millston		5	1
	Sullivan		4	1
Jefferson	Deerfield, Lake Mills		5	1
	Ft. Atkinson, city.....	1		1
	Palmyra.....		5	1
Juneau.....	Armenia.....		4	1
	Necedah.....		1	2
	Wonewoc.....		2	1
Kenosha	Somers, Pleasant Prairie.....		10	1
Kewaunee.....	Franklin		7	1
	Kewaunee, city.....	1	1	1
	Lincoln		4	1
La Crosse.....	La Crosse, city.....	11		11
La Fayette.....	Shullsburg		6	1
	Wayne		9	1
Langlade.....	Antigo.....		4, 6	2
	Antigo, city.....	4		4
	Elcho.....		1	1
	Elton		4, 5	2
	Langlade		4	1
	Neva		1	1
	Summit.....		2	1
	Summit Lake		5	1
	Vilas		2	1
Lincoln	Merrill.....		1	2
	Merrill, city.....	1		1
	Russell.....		6	1
	Scott		1	1
Manitowoc.....	Newton		6	1
Marathon	Bergen		1	1
	Cleveland.....		3	1
	Day		6	1
	Easton		5	1
	Holeton, Johnson		1	1
	Johnson		3	1
	Norrie		1	1
	Pike Lake		2, 3	2
	Weston		1	1
Marinette	Marinette		1	4
	Peshigo		16	1
	Wausaukee		1, 2	2
Marquette.....	Westfield, Springfield, etc.....		1	1
Milwaukee	Franklin		1, 4, 7, 8	4
	Greenfield		1, 12, 13	3
	Lake.....		4, 6, 7, 8	4
	Milwaukee.....		2, 3, 4, 5, 8	9
	Milwaukee, city.....	32		32
	Wauwatosa		5, 8	5

Distribution of Dictionaries.

TABLE NO. XXVII.—DISTRIBUTION OF DICTIONARIES—Continued.

COUNTIES.	TOWNS.	Departments.	No. of district.	No. of copies.
Monroe	Glendale		2	1
	Little Falls		10	1
	Sparta, city	1		1
	Tomah, Adrian		5	1
Oconto	Wells, Ridgeville		3	1
	Chase		4	1
	Howe		4, 5, 6	3
	Little River		6	1
Oneida	Maple Valley		8, 9	2
	Eagle River		6, 8	2
	Pelican		1	2
Outagamie	Appleton, city	2		2
	Black Creek		1	1
	Buchanan Kaukauna		1	2
	Grand Chute		9	1
Pepin	Maine, Cicero		3	1
	Stockholm		1	1
Polk	Apple River		3	1
	Clam Falls		3	1
	Clayton		4	2
	Clear Lake		1, 2, 3	5
	Clear Lake, vil	1	1	1
	Farmington		6	1
	Loraine		4	1
	Milltown		4	1
Portage	Amherst		2	1
Price	Stevens Point, city	3		3
	Branan		2, 5	2
	Fifield			5
	Ogema		1, 7, 8	3
	Prentice		3	1
	Worcester		2, 3, 5, 6, 7	5
	Avon		6, 7	2
	Beloit, city	2		2
Rock	Bradford, Darien		12	1
	Center, Plymouth		1	1
	Clinton		1	1
	Fulton		8	3
	Fulton, Porter		3	1
	Lima, Milton, etc		15	1
	Plymouth		4	1
	Porter		1	1
St. Croix	Union		6	1
	Baldwin, Hammond		2	1
	Emerald		7	1
	Forest		3	1
	Stanton		6	1

Distribution of Dictionaries.

TABLE NO. XXVII—DISTRIBUTION OF DICTIONARIES—Continued.

COUNTIES.	TOWNS.	Depart- ments.	No. of district.	No. of copies.
Sauk.....	Ironton.....	.....	9	1
	La Valle, Wingfield.....	.....	10	1
	Westfield.....	.....	6	1
Sawyer.....	Hayward.....	.....	1, 3, 4	5
Shawano.....	Almon.....	.....	4	2
	Biramwood.....	.....	9	1
	Germania.....	.....	1	1
Sheboygan.....	Wittenberg.....	.....	4, 5	2
	Holland.....	.....	2, 4	2
	Rhine.....	.....	7	1
	Sheboygan, city.....	7	.....	8
Taylor.....	Sheboygan Falls, village.....	1	.....	1
	Chelsea.....	.....	10	1
	Greenwood.....	.....	5, 6	2
	Grover.....	.....	2	1
	Medford.....	.....	3	2
	Pine Creek.....	.....	1	1
	Rib Lake.....	.....	1, 2	3
	Westboro.....	.....	3	1
Trempealeau.....	Arcadia.....	.....	15	1
	Arcadia, Lincoln.....	.....	1	1
	Caledonia.....	.....	4	1
	Gale.....	.....	1	1
	Pigeon.....	.....	1	1
	Preston.....	.....	7	1
	Preston, Ettrick.....	.....	6	1
	Preston, Lincoln.....	.....	3	1
Vernon.....	Christiana.....	.....	8	1
	De Soto, village.....	2	.....	2
	Harmony.....	.....	7	1
Walworth.....	Hillsboro, Greenwood.....	.....	3	1
	Elkhorn.....	.....	1	1
	Geneva, city.....	1	.....	1
Washburn.....	Walworth.....	.....	1, 6	2
	Bashaw.....	.....	5, 6	2
	Veazie.....	.....	1, 2, 3	2
Washington.....	Addison.....	.....	10	1
	Germantown.....	.....	8, 8	2
	Milwaukee.....	.....	3	1
	Richfield.....	.....	3	1
	Trenton, Farmington.....	.....	3	1
Waukesha.....	Wayne.....	.....	11	1
	Brookfield.....	.....	4	1
	Menomonee.....	.....	1	1
	Merton, Oconomowoc.....	.....	4	1
	Waukesha, Pewaukee.....	.....	1	2
	Waukesha, village.....	3	.....	3

Distribution of Dictionaries.

TABLE NO. XXVII.—DISTRIBUTION OF DICTIONARIES—Continued.

COUNTIES.	TOWNS.	Depart- ments.	No. of district.	No. of copies.
Waupaca.....	Helvetia		3	1
	Helvetia, St. Lawrence		2	1
	Iola		8	1
	Larrabee		8, 9	2
	Little Wolf		2	1
	St. Lawrence		4	1
	Waupaca, city	2		2
Waushara	Coloma		2	1
	Deerfield		3	1
	Warren		4	1
Winnebago	Utica		6	1
Wood	Auburndale		1	1
	Centralia, city	1		1
	Lincoln		1	1
	Marshfield		2	1
	Marshfield, city	2		2
	Pittsville, city	2		2
	Richfield		4	1
	Rock		4	1
	Seneca		2	1
	Wood		4	1
Total				426

Dictionaries Sold.

TABLE NO. XXVIII.

DICTIONARIES SOLD.

*Statement showing the districts to which dictionaries have been sold from
October 1, 1886 to September 30, 1888.*

COUNTIES.	TOWNS.	Depart- ments.	No. of district.	No. of copies.
Adams.....	Adams		3	1
	Leola		3	1
	Lincoln, Richfield		6	1
	New Chester, Jackson		9	1
	Preston, Strong's Prairie, etc.		4	1
	Richfield, Coloma		7	1
	Springville		3	1
Ashland.....	Strong's Prairie		1,2,3	3
	Butternut		1	1
	Jacobs		2	1
Barron.....	Cedar Lake		3	1
	Dallas		3	1
Brown	Prairie Farm		1,5	2
	Ashwaubenon		1	1
	Depere		5	1
	Depere, city	2		2
	Ft. Howard, city	4		4
	Glenmore		3	1
	Green Bay, city	3		3
	Holland		4	1
	Howard		4	1
	Lawrence		5	1
	New Denmark		2,3	2
	Rockland		2	1
	Suamico		1	1
	West Depere, city	1		1
	Wrightstown		7	1
Buffalo.....	Alma		2	1
	Canton, Maxville		3	1
	Gilmanton, Alma		3	1
	Glencoe		1	1
Calumet.....	Maxville		1	1
	Brillion		1,5	2
	Chilton		4,7	2
	New Holstein		1	1
Chippewa	Stockbridge		3,7	3
	Bloomer		2,3	2
	Flambeau		1	1
	La Fayette, Seymour		2	1
Clark.....	Sigel		3,7	4
	Grant		1	1
	Unity		5,7	
	York			

Dictionaries Sold.

TABLE NO. XXVIII.—DICTIONARIES SOLD—Continued.

COUNTIES.	TOWNS.	Depart- ments.	No. of district.	No. of copies.
Columbia,	Arlington.....		2	1
	Caledonia.....		6	1
	Columbus.....		5, 8	2
	Courtland.....		3	1
	Dekorra		5	1
	Ft. Winnebago.....		2	1
	Fountain Prairie.....		2, 4, 6	3
	Lodi.....		1	4
	Lowville.....		5	1
	Marcellon.....		7	1
	Marcellon, Scott.....		2	1
	Newport.....		2	1
	Otsego, Lowville.....		5	1
	Otsego, Lowville, Rio.....		5	1
	Scott.....		6, 8	2
	Springvale.....		3	1
	West Point.....		2, 5, 8	3
	Wyocena.....		2, 5	2
Crawford.....	Clayton		7, 12	2
	Haney.....		1	1
	Marietta		2, 8	2
	Scott.....		1, 5	2
	Seneca.....		1, 2, 5	3
	Utica.....		6	1
	Albion.....		5	1
Dane.....	Blue Mounds.....		1	1
	Cottage Grove.....		3	1
	Cross Plains.....		5, 7	2
	Cross Plains, Berry.....		6	1
	Dane, Vienna.....		1	1
	Dunkirk.....		3	1
	Dunkirk, Albion.....		2	1
	Dunkirk, Rutland.....		12	1
	Dunn.....		8	1
	Fitchburg.....		9	1
	Fitchburg, Verona.....		12	1
	Madison		5	1
	Madison, city.....	8	.....	8
	Montrose, Exeter.....		4	1
	Oregon.....		1	1
	Perry.....		4	1
	Pleasant Springs, Dunkirk, etc.....		5	1
	Primrose, Perry.....		1	1
	Rutland.....		8	1
	Sun Prairie, Medina.....		1	1
	Vienna		2	1
	Windsor, Bristol.....		5	1
	York		4	1

Dictionaries Sold.

TABLE NO. XXVIII.—DICTIONARIES SOLD—Continued.

COUNTIES.	TOWNS.	Departments.	No. of district.	No. of copies.
Dodge.....	Calamus, Beaver Dam.....		11	1
	Lomira.....		2	1
	Oak Grove.....		9	1
	Oak Grove, Clyman.....		1	1
Door.....	Waupun, city.....	3	1	3
	Clay Banks.....		1	1
	Forestville.....		2	1
	Gibraltar.....		1	1
	Liberty.....		4	1
	Liberty Grove.....		3	1
	Nasewaupee.....		1	1
	Sevastopol.....		4	1
Dunn.....	Sturgeon Bay.....		5	1
	Washington.....		1	1
	Colfax.....		3	1
	Dunn.....		2,3,4	3
	Eau Galle.....		2	1
	Menomonie, city.....	6		6
	Red Cedar.....		1	1
	Red Cedar, Elk Mound.....		1	1
	Sherman.....		5	1
	Spring Brook.....		8	1
Eau Claire.....	Stanton.....		6	1
	Tainter.....		1	1
	Clear Creek.....		2	1
	Eau Claire.....		3	3
	Otter Creek.....		6	1
Fond du Lac.....	Washington.....		3,9	2
	Alto.....		3	1
	Byron.....		6,10	2
	Eden.....		8	1
Grant.....	Empire.....		7	1
	Forest.....		3	1
	Metomen.....		12	1
	Metomen, Springvale, etc.....		8	1
	Oakfield.....		2	1
	Ripon.....		8,9,12	3
	Bloomington.....		4	1
	Cassville.....		1	2
	Clifton.....		8	1
	Lancaster.....		14	1
Grant.....	Lancaster, Potosi.....		5	1
	Liberty.....		2,7	2
	Little Grant.....		3,4,12	3
	Marion.....		3	1
	Mifflin, Clifton.....		1	1
	Millville.....		1	1

Dictionaries Sold.

TABLE NO. XXVIII.—DICTIONARIES SOLD — Continued.

COUNTIES.	TOWNS.	Depart- ments.	No. of dis- trict.	No. of copies.
Grant	Smelser		1	1
	Wingville		6	1
	Wyalusing		3	1
Green	Wyalusing, Patch Grove		1	1
	Albany		5, 6, 10	3
	Cadiz		4, 8, 9	3
	Decatur		3, 6	2
	Jefferson		1, 9	2
Green Lake	Jordan		2	1
	Brooklyn		2, 13	2
	Green Lake		5, 6	2
	Kingston		2, 4	2
	Mackford, Fox Lake, etc.		9	1
Iowa	Manchester		3	1
	Manchester, Marquette, etc.		17	1
	Princeton		6	1
	Arena		5, 6	2
	Dodgeville, Eden, etc.		6	1
	Eden		9	1
	Linden		1, 2	2
	Mifflin		4	1
	Mineral Point		1	1
	Mineral Point, city	4		4
Jackson	Pulaski		2	1
	Albion		1, 2	4
	Albion, Manchester		6	1
	Alma		2	1
	Alma, Albion		4	1
	Garden Valley		2	1
	Hixton, Albion		10	1
	Hixton, Alma		6	1
	Irving		4, 6	2
	Melrose		1	2
Jefferson	Millston		2	1
	Springfield		4	1
	Aztalan		2, 3	2
	Concord		1, 10	2
	Farmington		1	1
	Ixonia		5	1
	Jefferson, city	2		2
	Koshkonong		6	2
	Koshkonong, Jefferson		9	1
	Lake Mills		1	1
	Waterloo, village		1	1
	Waterloo, Lake Mills		3	1
	Watertown		12	1
	Watertown, Ixonia		9	1

Dictionaries Sold.

TABLE NO. XXVIII.—DICTIONARIES SOLD — Continued.

COUNTIES.	TOWNS.	Depart- ments.	No. of dis- trict.	No. of copies.
Juneau	Lemonweir		7	1
	Lindina		4	1
	Lindina, Lemonweir		8	1
	Lyndon		4	1
	Necedah		1	4
Kenosha	Necedah, Germantown		3	1
	Brighton		6	1
	Bristol		3, 5, 11	3
	Paris		5, 10	2
	Randall		3	1
	Salem		8	1
	Salem, Randall		9	1
	Somers		5	1
	Somers, Mt. Pleasant		7	1
	Somers, Pleasant Prairie		6	1
Kewaunee	Ahnapee		4	1
	Canton		1	1
	Casco		2	1
	Casco, Luxemburg, etc.		1	1
	Franklin		4, 5	2
	Kewaunee, city, Pierce, etc.		1	1
	Montpelier		1	1
	Pierce		1	1
	Red River		1	1
	Burns		2, 5	2
La Crosse	Burns, Hamilton		4	1
	Farmington		8	1
	La Crosse, city	3		3
	Onalaska, city	1		1
	Blanchard		1, 3	2
La Fayette	Darlington		4, 6	2
	Fayette		3	2
	Gratiot		2	1
	Monticello		2	1
	Wiotia, Wayne		5, 7	1
	Merrill		1	1
Lincoln	Merrill, city	7		7
	Cato		12	1
Manitowoc	Cooperstown		3	1
	Franklin		8	1
	Gibson		2	1
	Kossuth		4	1
	Liberty		4	1
	Manitowoc, city	2	1	2
	Manitowoc Rapids		11	1
	Meeme		2, 3	2
	Mishicott		5, 7	2

Dictionaries Sold.

TABLE NO. XXVIII.—DICTIONARIES SOLD—Continued.

COUNTIES.	TOWNS.	Departments.	No. of district.	No. of copies.
Manitowoc	Newton.....		8	1
	Two Creeks.....		1	1
Marathon	Day.....		2	1
	Holeton.....		1	1
	Hull.....		3	1
	Knowlton.....		2	1
	Norrie.....		1	1
	Spencer.....		1	2
	Texas.....		1,2	2
	Wausau, city.....	2	1	2
Marinette	Peshigo.....		11	1
Marquette	Buffalo, Marcellon.....		1	1
	Douglas.....		2,5,13	2
	Packwaukee.....		2,3	2
Milwaukee	Greenfield.....		8	1
	Milwaukee.....		7	1
	Wauwatosa.....		5	2
Monroe	La Grange.....		5	1
	Oakdale.....		1	1
	Portland.....		5	1
	Ridgeville.....		3	1
	Sparta, city.....	2		2
	Wilton.....		4	1
	Wilton, Tomah.....		9	1
	Wilton, Wellington, etc.....		1	1
Oconto	Chase.....		3	1
	Gillett.....		2	1
	Little River.....		2	1
	Oconto.....		4	1
Outagamie	Appleton, city.....	2		2
	Black Creek.....		2	1
	Bovina.....		5	1
	Buchanan, Kaukauna.....		1	1
	Hortonia.....		6	1
	Kaukauna.....		3	1
	Maple Creek.....		4	1
	Osborn.....		1	1
	Seymour, city.....	2		2
Ozaukee	Grafton.....		4	1
	Mequon.....		11	1
	Saukville.....		2	1
Pepin	Pepin.....		6	1
	Waterville.....		1,4,6	3
Pierce	Clifton, Oak Grove, etc.....		1	1
	Diamond Bluff, Trenton.....		4	1
	El Paso, Gilman.....		1	1
	Gilman.....		2	1

Dictionaries Sold.

TABLE NO. XXVIII.—DICTIONARIES SOLD—Continued.

COUNTIES.	TOWNS.	Departments.	No. of districts.	No. of copies.
Pierce.....	Hartland		7	1
	River Falls.....		4	1
	Rock Elm.....		1,2	2
	Spring Lake.....		3,7	2
Polk	Trimbelle		3	1
	Alden		3	1
	Black Brook		1	1
Portage	Lincoln		3,6	2
	Almond.....		3,8	2
	Amherst		2,8	2
	Lanark		4	1
Price	Pine Grove, Almond.....		5	1
	Plover		1,4,8	4
	Stockton		4	1
	Fitfield		4,9	2
Racine	Caledonia		3,16	2
	Dover		5	1
	Mt. Pleasant		6	1
	Racine, city.....	8		8
	Rochester		3	1
	Waterford		2,5	2
	Yorkville		1,7	2
	Yorkville, Raymond.....		3	1
Richland	Buena Vista		1,8	2
	Eagle		1	1
	Forest		1	1
	Richland Center.....			1
	Richland Center, city.....	1		1
	Rockbridge		11	1
	Sylvan.....		2	1
	Bradford		5	1
Rock	Bradford, La Prairie		14	1
	Center		2	1
	Center, Plymouth.....		1	1
	Clinton		2	1
	Clinton, Fulton		1,4	1
	Harmony		2,5	2
	Janesville, city.....	17		17
	Lima		9	1
	Milton, Fulton, Harmony.....		5	1
	Newark.....		8	1
	Newark, Avon		1	1
	Porter, Center		2	1
	Rock		4	1
	Rock, Plymouth		1	1
	Spring Valley, Avon		8	1
	Union		6	1
	Whitewater, Richmond, etc		1 & 6	1

Dictionaries Sold.

TABLE No. XXVIII — DICTIONARIES SOLD — Continued.

COUNTIES.	TOWNS.	Depart- ments.	No. of district.	No. of copies.
St. Croix	Cylon		1	1
	Erin Prairie		2,5	2
	Hudson, Troy		2	1
	Kinnickinnic		3,4	2
	New Richmond		5	1
	Richmond, Somerset		6	1
	Rush River		4	1
Sauk	Warren		6	1
	Baraboo		5	1
	Baraboo, Delton		3	1
	Bear Creek		2,6	2
	Dellona		3,4,9	3
	Delton		2	1
	Delton, Baraboo		8	1
	Excelsior		2,4,9	3
	Franklin		3,4	2
	Freedom		5	1
	Greenfield		8	1
	Greenfield, Baraboo		2	1
	Honey Creek		1	1
	Honey Creek, Franklin		14	1
	Ironton		1,19	2
	La Valle		4	1
	Prairie du Sac		7	1
	Prairie du Sac Village	1		1
	Reedsburg		4,7	2
	Spring Green		3	1
	Sumpter, Merrimac, etc.		5	1
Sawyer	Washington		3	1
	Westfield		3	1
Shawano	Woodland		3	1
	Hayward		1	1
Sheboygan	Angelica		1	1
	Herman		7	1
	Holland		3	1
	Mitchell		3	1
	Mitchell, Osceola		1	1
	Mosel		1	1
	Plymouth		7	1
	Rhine		5	1
	Sheboygan, city	1		1
	Sherman		1	1
	Medford		6	1
	Arcadia		9,14	2
Trempealeau	Arcadia, Glencoe		1&4	1
	Burnside		4	1
	Ettrick		3,5,6	3

Dictionaries Sold.

TABLE NO. XXVIII.—DICTIONARIES SOLD—Continued.

COUNTIES.	TOWNS.	Depart- ments.	No. of district.	No. of copies.
Trempealeau	Gale		1,6	2
	Hale		1,2,3,4,5	5
	Lincoln		2,5	2
	Preston		3	1
	Sumner		1	1
Vernon.....	Coon		2	1
	Forest		2	1
	Greenwood.....		4	1
	Jefferson.....		3	1
	Viroqua.....		3	1
	Webster.....		3	1
	Webster, Liberty.....		3	1
	Wheatland, Sterling, etc.....		1	1
	Whitestown.....		4	1
	Bloomfield		3	1
Walworth.....	Darien		3	1
	Darien, Sharon.....		6	1
	Delavan.....		3	1
	Delavan.....	1		1
	East Troy.....		1,4	2
	Lafayette.....		7	1
	Lyons		4,5	3
	Richmond		3,11	2
	Spring Prairie		5,10	2
	Walworth.....		5,9,12	3
	Whitewater.....		7	1
	Whitewater, city	2		2
	Auburn.....		5	1
	Barton.....		6	1
Washington.....	Hartford.....		6	1
	Jackson.....		7	1
	Jackson, Trenton.....		10	1
	Kewaskum.....		2,4	2
	Polk.....		1,2,9	3
	Trenton.....		2	1
	Trenton, Saukville, etc.....		3	1
	Wayne.....		3	1
	Delafield, Merton.....		3	2
	Eagle		1	1
Waukesha.....	Lisbon		2	1
	Oconomowoc.....		3	1
	Ottawa		1	1
	Waukesha, Pensaukee.....		1	2
Waupaca.....	Bear Creek		1	1
	Clintonville, village.....	2		2
	Fremont.....		1	1
	Helvetia.....		3	1

Dictionaries Sold.

TABLE NO. XXVIII.—DICTIONARIES SOLD—Continued.

COUNTIES.	TOWNS.	Depart- ments.	No. of district.	No. of copies.
Waupaca	Iola.....		3	1
	Larrabee.....		4	1
	Matteson.....		2	1
	Mukwa.....		2	1
	New London, city.....	1		1
	Royalton, Little Wolf, etc.....		1	2
	St. Lawrence.....		1	1
	Scandinavia.....		1,5	2
	Waupaca.....		7	1
	Waupaca, Farmington.....		3	1
Waushara	Hancock.....		9	1
	Hancock, Leola, etc.....		4	1
	Leon.....		1	1
	Leon, Mt. Morris.....		6	1
	Marion.....		3	1
	Mt. Morris.....		2	1
	Poyssippi, Leon.....		1	1
	Rose, Springwater.....		5	1
	Saxeville.....		5	1
	Saxeville, Springwater.....		1	1
Winnebago.....	Wautoma, Richford.....		4	1
	Algoma.....		6	1
	Nepenskum.....		1	1
	Oshkosh, city.....	7		7
Wood.....	Vinland, Clayton, etc.....		1	1
	Winneconne.....		4	1
	Grand Rapids, city.....	2		2
Total.....				646

Teachers' State Certificates.

TABLE NO. XXIX.

TEACHERS' STATE CERTIFICATES ISSUED FROM OCTOBER 1, 1886,
TO SEPTEMBER 30, 1888.

Obtained by State Examination.

NAMES.	Kind of certificate.	Year issued.	Present post-office address.
F. W. Barker	Limited	1887	Eau Claire, Wis.
J. W. Burns	Limited	1887	Richland Center, Wis.
J. W. Burns	Unlimited	1888	Richland Center, Wis.
C. F. Cronk	Unlimited	1887	Stoughton, Wis.
A. W. Dassler	Limited	1888	Manitowoc, Wis.
H. W. Deitrich	Limited	1887	Avoca, Wis.
F. H. Fowler	Unlimited	1887	Northfield, Minn.
Otto Gaffron	Unlimited	1888	Plymouth, Wis.
L. E. Gettle	Limited	1887	Cadiz, Wis.
L. E. Gettle	Unlimited	1888	Cadiz, Wis.
Martha E. Hanson	Unlimited	1888	Caledonia, Ill.
W. H. Hickok	Unlimited	1887	Humbird, Wis.
M. H. Jackson	Limited	1887	Whitewater, Wis.
W. F. Owen	Limited	1887	Amherst, Wis.
J. O. Perkins	Limited	1888	Jefferson, Wis.
T. A. Peters	Limited	1887	Chicago, Ill.
Carrie J. Smith	Limited	1887	Ft. Atkinson, Wis.
H. R. Smith	Unlimited	1887	Richland Center, Wis.
C. H. Sylvester	Limited	1887	Boscobel, Wis.
C. H. Sylvester	Unlimited	1888	Boscobel, Wis.
J. L. Sherron	Unlimited	1887	Albany, Wis.
M. E. Terry	Limited	1887	Cambridge, Wis.
L. L. Wright	Limited	1887	Waupaca, Wis.
Mary Yeo	Unlimited	1887	Menomonie, Wis.
A. G. Zimmerman	Limited	1887	Bloomington, Wis.

*Teachers' State Certificates.**Diplomas of Graduates of Wisconsin University, Countersigned by the State Superintendent.*

Names.	Graduated in what course.	In what year.	Date of coun- tersigning.	Present post- office address.
Caroline E. Baker...	An. Classical....	1885	June 28, 1887	Madison.
Jas. A. Buckley....	Gen. Science....	1884	Feb'y 19, 1887	West Bend.
Elsie L. Bristol....	An. Classical....	1886	Aug. 17, 1888	Middleton.
F. E. Chandler....	Gen. Science....	1886	June 21, 1888	Waupaca.
Flore'e A. Cornelius	Mod. Classical....	1884	May 10, 1888	Madison.
Kate Coyne.....	Mod. Classical....	1887	June 21, 1888	Madison.
Lulu C. Daniels....	Mod. Classical....	1879	Aug. 14, 1888	La Crosse.
Oscar H. Ecke....	Mod. Classical....	1887	July 2, 1888	Stevens Point.
Chas. D. Fenelon....	Gen. Science....	1885	Dec. 30, 1887	Weyauwega
Emma Goddard....	Mod. Classical....	1885	June 21, 1888	Monroe.
Harold Harris....	Gen. Science....	1886	Sept. 22, 1888	Madison.
Lillian F. Hobart....	Mod. Classical....	1883	Dec. 9, 1886	Oak Creek.
Carolyn L. Howe...	English.....	1884	June 7, 1887	Madison.
Flora L. Lawson....	Mod. Classical....	1887	June 21, 1888	Albany.
Carrie E. Morgan....	Mod. Classical....	1886	Aug. 29, 1888	Appleton.
Mary Parkinson....	Mod. Classical....	1885	June 5, 1888	Madison.
Bertha S. Pitman....	Mod. Classical....	1885	Mar. 6, 1888	Madison.
Leslie M. Roberts....	Mod. Classical....	1883	Apr. 28, 1887	Clintonville.
Otto J. Schluster....	Gen. Science....	1886	Apr. 2, 1888	Middleton.
Morgan J. Smith....	Gen. Science....	1868	Mar. 25, 1887	Dickeyville.
Mina Stone.....	Gen. Science....	1885	June 28, 1887	Reedsburg.
F. W. Winter.....	English.....	1887	Aug. 20, 1888	Tomah.
Geo. F. Witter, Jr..	Gen. Science....	1887	May 5, 1888	Marshfield.

Diplomas of Graduates of Denominational Colleges, countersigned by the State Superintendent.

NAMES.	Graduated at what institution.	In what course.	In what year.	Date of coun- tersigning.
Wayland S. Axtell..	Beloit College....	Classical....	1886	Apr. 14, 1888
Anna L. Coleman...	Law. University..	Scientific....	1884	Apr. 12, 1887
Henry C. Curtis....	Milton College....	Scientific....	1886	Aug. 17, 1887
Frank D. Jackson...	Beloit College....	Philosophical	1885	Mar. 30, 1888
Julius Leidenberg..	Law. University..	Scientific....	1885	Mar. 19, 1888
Chester C. Merriman	Beloit College....	Classical....	1885	July 5, 1887
Mary B. McEwan....	Milton College....	Scientific....	1885	Apr. 24, 1888
Frank E. Peterson...	Milton College....	Scientific....	1885	July 21, 1887
Lillian Sarles.....	Law. University..	Scientific....	1884	Nov. 8, 1887
Lucretia J. Smith...	Law. University..	Scientific....	1880	Mar. 2, 1887
Isabelle R. Walker..	Milton College....	Scientific....	1885	Oct. 11, 1887

Teachers' State Certificates.

TABLE NO. XXIX.—TEACHERS' STATE CERTIFICATES ISSUED
FROM OCTOBER 1, 1886, TO SEPTEMBER 30, 1888—Continued.

*Certificates and diplomas of graduates of the State Normal Schools,
countersigned by the State Superintendent.*

NAMES.	Graduated at what school.	Received a certificate or diploma.	Year issued	Date of coun- tersigning.
Violet M. Alden	Oshkosh	Certificate...	1885	June 21, 1888
Violet M. Alden	Oshkosh	Diploma	1887	June 21, 1888
Luella Andrews	Whitewater. . .	Certificate...	1885	Mar. 15, 1887
Emma L. Appleyarde	Milwaukee	Diploma	1886	July 6, 1887
Carrie Asp	River Falls. . .	Certificate...	1884	Aug. 18, 1888
Benjamin Babcock ..	Oshkosh	Certificate...	1886	Oct. 24, 1887
Wm. E. Bainbridge ..	Platteville.....	Diploma	1883	June 28, 1887
Winifred A. Blackin'n ..	Oshkosh	Certificate...	1886	Sept. 13, 1887
Arthur C. Bloodgood ..	Whitewater	Certificate...	1887	Sept. 15, 1888
Mrs. Maggie Bowell ..	Whitewater	Diploma	1884	Jan. 28, 1887
Jennie Bonfoey.....	Whitewater	Certificate...	1883	Dec. 21, 1886
Augusta T. Brindley ..	Platteville.....	Diploma	1886	Apr. 21, 1888
John Brown.....	River Falls.....	Certificate...	1885	Mar. 17, 1888
Wm. O. Brown.....	Oshkosh	Diploma	1885	Feb. 23, 1888
George Burton.....	Platteville.....	Diploma	1884	Dec. 30, 1886
L. E. Cameron.....	River Falls.....	Certificate...	1884	May 10, 1888
Hosea E. Case.....	Platteville.....	Diploma	1884	June 23, 1887
Frona A. Castner.....	River Falls.....	Certificate...	1886	July 26, 1887
Flora E. Chapman....	Oshkosh	Certificate...	1885	Sept. 21, 1888
Mary Belle Chase....	Milwaukee	Diploma	1886	July 6, 1887
Lellan S. Cheney.....	Platteville.....	Diploma	1886	June 16, 1887
Mary E. Colgate.....	Whitewater	Certificate...	1880	May 28, 1887
Thos. Conlin	Whitewater	Certificate...	1887	Sept. 12, 1888
Lida H. Connor	Platteville.....	Diploma	1886	Sept. 5, 1888
E. L. Conrow.....	River Falls.....	Certificate...	1884	Sept. 30, 1887
Ida M. Cravath.....	Whitewater	Diploma	1886	Aug. 20, 1887
Mary B. Cravath	Whitewater	Certificate...	1885	Aug. 20, 1887
Jos. M. Cubela	Platteville.....	Certificate...	1886	Mar. 31, 1888
Lucy C. Culligan.....	Milwaukee	Diploma	1886	July 6, 1887
Lillie Culver	Whitewater	Diploma	1884	June 28, 1888
Will A. Cundy	Platteville.....	Diploma	1886	Sept. 10, 1888
Agnes M. Cunningham ..	Milwaukee	Diploma	1886	July 6, 1887
Lillie Dillon	Whitewater	Certificate...	1882	Nov. 23, 1886
Elsie M. Dopp	Oshkosh	Diploma	1887	Aug. 14, 1888
Maggie E. Eastman....	Platteville.....	Diploma	1886	June 28, 1887
Clara E. Elgar	Platteville.....	Diploma	1884	Oct. 11, 1887
Lettie M. Emmons.....	Whitewater	Certificate...	1886	July 6, 1887
Tillie Epstein.....	Milwaukee	Diploma	1886	Sept. 23, 1888
Ella Evans	Whitewater	Certificate...	1882	Nov. 23, 1886
Mary Follett	Milwaukee	Diploma	1886	July 6, 1887
Mary E. Foster.....	River Falls.....	Diploma	1886	Aug. 23, 1888
Viola M. Foulkes.....	Milwaukee	Diploma	1886	July 6, 1887

Teachers' State Certificates.

TABLE No. XXIX. — TEACHERS' STATE CERTIFICATES ISSUED
FROM OCTOBER 1, 1883, TO SEPTEMBER 30, 1889.

Certificates and diplomas of graduates of State Normal Schools countersigned by the State Superintendent.

NAMES.	Graduated at what school.	Received a certificate or diploma.	Year issued	Date of coun- tersigning.
Harley B. Fowler....	Whitewater ...	Diploma	1886	July 3, 1888
Wm. A. Fulton.....	Whitewater ...	Certificate...	1886	Aug. 24, 1888
Jos. F. Gibson.....	Platteville....	Diploma	1887	Aug. 14, 1888
Jessie B. Gleason....	Oshkosh	Certificate...	1887	June 7, 1888
Mary I. Grant.....	River Falls....	Diploma	1884	May 27, 1887
Clara L. Grindell....	Platteville....	Diploma	1886	Aug. 25, 1887
Mary E. Hall.....	Oshkosh	Certificate...	1887	Aug. 22, 1888
Laura Haase.....	Milwaukee	Diploma	1886	July 6, 1887
Mary E. Hayes.....	Oshkosh	Certificate...	1886	Apr. 28, 1887
Marguerite M. Hines.	Milwaukee	Diploma	1887	Sept. 25, 1888
Eva L. Holcombe....	Oshkosh	Certificate...	1880	Aug. 30, 1887
Oscar F. Huhn.....	Oshkosh	Certificate...	1886	Aug. 17, 1887
Herbert H. Jacobs....	Whitewater ...	Certificate...	1885	Sept. 22, 1888
Herbert H. Jacobs....	Whitewater ...	Diploma	1887	Sept. 22, 1888
J. Alton James.....	Platteville....	Diploma	1884	Nov. 23, 1887
Sarah James.....	Oshkosh	Diploma	1882	May 30, 1888
Jos. A. Jeffery.....	Platteville....	Diploma	1886	June 20, 1887
Ida E. Jenkins.....	Platteville....	Diploma	1885	Oct. 12, 1887
Anna M. Jones.....	Platteville....	Diploma	1887	July 2, 1888
John C. Kamp.....	Oshkosh	Diploma	1886	Aug. 18, 1888
Mary E. Kelley.....	Oshkosh	Certificate...	1887	June 12, 1888
Mary A. Langdon....	Whitewater ...	Certificate...	1885	Aug. 16, 1887
Otis R. Larsen.....	Oshkosh	Diploma	1885	Dec. 4, 1886
Grant H. Lawton....	Whitewater ...	Certificate...	1884	March 3, 1887
John W. Leary.....	Platteville....	Diploma	1886	July 18, 1887
Minnie B. Leyser....	Milwaukee	Diploma	1887	Sept. 25, 1888
Nealie Lusk.....	River Falls....	Certificate...	1885	Oct. 5, 1886
Kittie B. Malloy....	Milwaukee	Diploma	1886	July 6, 1887
Daniel L. McCarthy..	Platteville....	Diploma	1887	June 26, 1888
Roccy E. McCarn....	Platteville....	Diploma	1885	Aug. 25, 1887
Lottie McCoy.....	Whitewater ...	Certificate...	1886	July 19, 1887
Helen McDiarmid....	River Falls....	Certificate...	1885	Mar. 24, 1888
Agnes E. McIlroy....	Oshkosh	Certificate...	1885	Apr. 29, 1887
Sarah McIltree.....	Whitewater ...	Certificate...	1884	Nov. 30, 1886
Edna McKenzie.....	Platteville....	Certificate...	1885	Oct. 5, 1886
Mattie Meyer.....	Platteville....	Certificate...	1887	Aug. 28, 1888
Balthazar H. Meyer..	Oshkosh	Certificate...	1887	June 21, 1888
Mary Mulloy.....	Oshkosh	Certificate...	1887	June 21, 1888
Oril W. Newcomb....	River Falls....	Certificate...	1879	Oct. 20, 1886
J. M. O'Brien.....	Whitewater ...	Diploma	1886	June 16, 1887
Ida Olsen.....	Milwaukee	Diploma	1886	July 18, 1887
Elizab. J. O'Sullivan.	Milwaukee	Diploma	1886	July 6, 1887

Teachers' State Certificates.

TABLE NO. XXIX—TEACHERS' STATE CERTIFICATES ISSUED
FROM OCTOBER 1, 1886, TO SEPTEMBER 30, 1888—Continued.

Certificates and diplomas of graduates of the State Normal Schools countersigned by the State Superintendent.

NAMES.	Graduated at what school.	Received a certificate or diploma.	Year issued	Date of coun- tersigning.
Luther H. Peck.....	Whitewater	Diploma.....	1886	Dec. 29, 1887
Cornelius J. Phillips..	Oshkosh.....	Diploma.....	1886	Mar. 29, 1888
Chas. R. Pickering....	Platteville.....	Diploma.....	1886	July 18, 1887
Alice E. Redford....	Whitewater	Certificate....	1884	Dec. 30, 1886
Lillian F. Reynolds...	Milwaukee	Diploma.....	1886	July 18, 1887
Jno. H. Rindlaub.....	Platteville.....	Diploma.....	1886	Sept. 5, 1887
Jno. E. Riordan.....	Oshkosh.....	Diploma.....	1887	July 3, 1888
Jno. E. Riordan.....	Oshkosh.....	Certificate....	1886	July 3, 1888
Flora E. Robbins.....	Oshkosh.....	Certificate....	1886	Aug. 14, 1888
Eleanor A. Roberts...	River Falls.....	Diploma.....	1886	Sept. 5, 1888
Emma A. Rogers.....	Milwaukee	Diploma.....	1886	July 18, 1887
Peter L. Scanlon.....	Platteville.....	Certificate....	1884	June 23, 1887
Fannie Silver.....	Oshkosh.....	Diploma.....	1887	June 27, 1888
Marietta Sisson.....	Oshkosh.....	Certificate....	1884	July 6, 1888
Jas. F. Sligh.....	Oshkosh.....	Certificate....	1884	Aug. 18, 1887
Flora Slosson.....	Oshkosh.....	Diploma.....	1883	Nov. 25, 1886
Flora C. Stewart.....	Whitewater	Diploma.....	1887	July 6, 1888
Chloe N. Stowell.....	Whitewater	Certificate....	1884	June 28, 1887
Albert J. Strassburger	Oshkosh.....	Certificate....	1886	Sept. 7, 1887
May Strong.....	Platteville.....	Diploma.....	1886	Dec. 30, 1887
Annie A. Thomas.....	Platteville.....	Diploma.....	1885	July 27, 1887
Eva F. Thompson.....	River Falls.....	Certificate....	1885	June 16, 1887
Lina Thompson.....	Whitewater	Certificate....	1886	Sept. 15, 1888
Ella M. Tobin.....	Whitewater	Certificate....	1885	June 25, 1886
Jennie A. Wade.....	Oshkosh.....	Certificate....	1886	Sept. 30, 1887
Wilsie Walker.....	Oshkosh.....	Certificate....	1886	Mar. 14, 1888
Lona Washburn.....	Platteville.....	Certificate....	1881	Apr. 14, 1886
Avis Waterbury.....	River Falls.....	Certificate....	1885	Dec. 30, 1886
Sarah A. Weaver.....	Whitewater	Certificate....	1885	July 2, 1887
Fred E. Webster.....	Oshkosh.....	Certificate....	1887	Aug. 14, 1888
Hannah E. Webster...	Oshkosh.....	Certificate....	1887	July 6, 1888
Lillie B. Webster.....	Whitewater	Diploma.....	1886	Aug. 10, 1887
Rose A. Webster.....	Whitewater	Diploma.....	1886	Aug. 10, 1887
Agnes J. Weeks.....	Oshkosh.....	Certificate....	1887	Aug. 25, 1888
Gertie Whereatt.....	River Falls.....	Diploma.....	1886	June 22, 1887
Alva L. White.....	Oshkosh.....	Diploma.....	1886	Aug. 25, 1887
Hattie White.....	Platteville.....	Diploma.....	1882	Oct. 18, 1887
Hattie A. Whitehead..	Whitewater	Certificate....	1886	May 26, 1888
Alice S. Whitley.....	Oshkosh.....	Certificate....	1887	June 21, 1888
Frank Williams.....	Platteville.....	Certificate....	1884	Aug. 18, 1887
Manly R. Williams...	Platteville.....	Certificate....	1885	Mar. 21, 1888

*Teachers' State Certificates.*TABLE NO. XXIX.— TEACHERS' STATE CERTIFICATES ISSUED
FROM OCTOBER 1, 1886, TO SEPTEMBER 30, 1888.— Continued.*Certificates and diplomas of graduates of the State Normal Schools,
countersigned by the State Superintendent.*

NAMES.	Graduated at what school.	Received a certificate or diploma.	Year issued	Date of coun- tersigning.
Will T. Wills.....	Platteville.....	Diploma	1886.	June 15, 1888.
M. Rena Woodward.	Platteville.....	Diploma	1886.	July 27, 1887.
Jessie Worms.....	Milwaukee	Diploma	1886.	July 18, 1887.
Ruth A. York	Platteville.....	Diploma	1886.	May 29, 1888.

*Certificate of graduate of the Milwaukee High School, Normal Depart-
ment, countersigned by the State Superintendent.*

NAME.	Graduated at H. S. Nor. Dept.	Certificate.	Year issued	Date of coun- tersigning.
Hattie B. Merrill.....	Milwaukee H. S.	Certificate.	1888.	May 24, 1888.

